DOCUMENT RESUME

ED 192 185 CG 014 637

AUTHOR Dickinson, Joyce; And Others
TITLE A Handbook for Comprehensive Guidance Programs. Bulletin 1979, No. 7.
INSTITUTION Alabama State Dept. of Education, Montgomery.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 15 Jun 79
NOTE 233p.; Parts of appendix marginally legible.

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Career Education; Class Activities; *Counselor Role; Counselors; Elementary Secondary Education; *Guidance Programs; *Learning Activities; Program Design; *Program Development; *Pupil Personnel Services; *Resource Materials; School Counseling
IDENTIFIERS *Alabama

ABSTRACT

This handbook is designed to assist counselors in developing a comprehensive guidance program and is based on the assumption that guidance programs should be an integral part of the total educational system, tailor-made to meet the specific goals and needs of all students. Components include: (1) the role of the counselor; (2) certification and professional development; (2) program planning, implementation, and evaluation; (3) individual and group counseling activities; (4) classroom management activities; (5) career education resources and activities; (6) job/career placement; and (7) occupational information systems. Each activity section provides a list of activities and their purpose, target audience, learning objectives, equipment or materials, instructions, and evaluation. The appendices contain examples of needs assessment and evaluation instruments. (Author/HLM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192185

CG

A HANDBOOK FOR COMPREHENSIVE GUIDANCE PROGRAMS

Wayne Teague
State Superintendent of Education
Alabama State Department of Education
State Office Building
Montgomery, Alabama 36130

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Wayne Teague

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

June 15, 1979

Bulletin 1979, No. 7

ALABAMA STATE BOARD OF EDUCATION

Honorable Fob James, Governor
Chairman

Harold C. Martin, Vice Chairman
Sixth Congressional District

Marvin Gold, Member
First Congressional District

Ron Creel, Member
Second Congressional District

Mrs. S. A. Cherry, Member
Third Congressional District

Ralph D. Higginbotham, Member
Fourth Congressional District

Victor Poole, Member
Fifth Congressional District

Mrs. Chris Drake, Member
Seventh Congressional District

Roscoe Roberts, Jr., Member
Eighth Congressional District

CG 014637

It is the official policy of the Alabama State Department of Education, including postsecondary institutions under the control of the State Board of Education, that no person in Alabama shall, on the grounds of race, color, handicap, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

PREFACE

A quality educational program is based upon competent teaching and sound guidance principles. It is with this thought that this publication has been developed by Alabama counseling and guidance personnel and is being made available.

A school or system-wide guidance program must become an integral part of the educational program rather than a special service set apart. To be effective it must involve all members of the professional staff and their contribution to the "learning climate of the classroom." Failure to recognize the interaction between the feelings of students, teachers, and other members of the educational team can only prevent each child from realizing his maximum potential. In general a comprehensive guidance program will assist all students in developing into responsible, self-sustaining contributors to society within the bounds of their own uniqueness.

Counselors, classroom teachers, principals, attendance persons, psychometrists, school psychologists, school social workers, and school health personnel should share their ideas and creativity with each other. The abundance of interest, professional assistance, and mutual support that could be generated would be of gargantuan proportions. In the sharing of guidance and counseling expertise and skills drawn from firing line experiences of a successful nature, we have an opportunity to provide for the maximum growth of education in Alabama.

Wayne Teague, Superintendent of Education

FOREWORD

A comprehensive program of guidance is essential in any sound educational program. While one must recognize that guidance responsibilities are shared by the school, home, and community, the individual school has a major role in providing adequate services for the total student population.

This publication, A HANDBOOK FOR COMPREHENSIVE GUIDANCE PROGRAMS, funded under P.L. 94-482, Section 342 (b) (1), has been prepared primarily for counselors in Alabama, but superintendents of education, guidance coordinators and supervisors, principals, teachers, and counselor educators at the college and university level may find this publication quite useful. It is hoped that the contents will serve as a catalyst to improve the quality of guidance programs in the public schools of Alabama. It is felt that the content affords a springboard for implementing practical ideas in person to person relationships. Material is also presented which provides a variety of alternatives for those personnel in the educational community who want to be more effective in dealing with the multiplicity of educational publics. The organization of this handbook invites the addition of timely topics and or activities as they become available.

ACKNOWLEDGMENTS

Appreciation is extended to the Writing Committee and the participants of the PROJECT 49 Work Conference who so unselfishly gave of their time to provide and compile the materials which made this publication possible.

The Writing Committee included the following persons:

Mrs. Joyce Dickinson
Middle School Counselor
Louis Pizitz Middle School
Vestavia Hills City School System
Vestavia Hills, Alabama

Mr. O. D. Dodd
High School Counselor
Sylacauga High School
Sylacauga City Schools
Sylacauga, Alabama

Mrs. Sue Guthrie
Elementary Counselor
Birmingham City School System
Birmingham, Alabama

Mrs. Sara Kirkland
Guidance Coordinator
Robert E. Lee High School
Montgomery County Schools
Montgomery, Alabama

Mrs. Sue Lucas
Vocational Counselor
Huntsville Area Vocational School
Huntsville City Schools
Huntsville, Alabama

Mr. Clifton Nash
Consultant
Guidance and Counseling
Prattville, Alabama

Mrs. Betty Powell
Vocational Counselor
Williamson High School
Mobile County Schools
Mobile, Alabama

Dr. Sanford Reid
Director
Research and Guidance
Muscogee County Schools
Columbus, Georgia

Mrs. Thelma Robinson
High School Counselor
Coffee High School
Florence City Schools
Florence, Alabama

Mr. Armond Thomas
Vocational Counselor
Tuscaloosa High School
Tuscaloosa City Schools
Tuscaloosa, Alabama

Dr. Landa Trentham
Assistant Professor
School of Education
Auburn University
Auburn, Alabama

Participants in the workshop were the following:

Barbara C. Adams
Tuscaloosa City Schools
Coordinator of Elementary Guidance Services

Stephen B. Adkins
Assistant Director
Walker Area Vocational School
Walker County Schools

Clyde M. Ashley
Vocational Counselor
Mobile County Schools

Carolyn Ballard
ESAA Project Director/School Psychologist
Dothan City Schools

E. L. Bass
Vocational Counselor
St Clair County Schools

Maxey C. Baty, Vocational Counselor
Assistant Vocational Director
Blount County Schools

William J. Beasley
High School Counselor
Fayette County Schools

Rodger K. Bowden
Vocational Counselor
Coffee County Schools

David H. Branscome
Vocational Counselor
Lauderdale County

Mary E. Brooks
Vocational Counselor
Lee County Schools

Ozilene Cartee
Elementary Counselor
Vestavia Hills Schools

Reba M. Clark
Coordinator, Curriculum and Guidance
Vestavia Hills City Schools

H. L. Cleveland
Vocational Director
Etowah County Schools

Bertha M. Dansby
Counselor-Evaluator
Russell County Schools

John W. Dutton
Vocational Counselor
Walker County Schools

Joyce Friday
Vocational Counselor
Talladega City Schools

Dorothy C. Fuller
Alternative School Counselor
Dothan City Schools

Wynell G. Gantt
High School Counselor
Demopolis City Schools

Lionel L. Garnier
Assistant Superintendent
Pupil Personnel Services
Montgomery County Schools

Flint C. Gillespie
Vocational Counselor
Lawrence County Schools

Brenda G. Grant
Career/Vocational Counselor
Vocational Supervisor
Birmingham City Schools

Georgia Davis Green
Vocational Counselor
Coosa County Schools

Gordon F. Green
Counselor
Marion County Schools

Stanley O. Hamm
Vocational Counselor
Andalusia City Schools

Cleta W. Hilton
Director of Guidance
Haleyville City Schools

Jane A. Hopping
Title I Psychometrist & Evaluation
Coordinator of Testing & Guidance
Tuscaloosa County Schools

Cornell Howard
Vocational Counselor
Birmingham City Schools

William F. Howard
Assistant Superintendent
Title I Coordinator
Conecuh County Schools

Harriette Huckaby
Vocational Counselor
Huntsville City Schools

Kenneth R. Jackson
Guidance Director
Winfield City Schools

Lillian Jackson
Counselor
Montgomery County Schools

Marvin H. Jenkins
Vocational Counselor
Job Placement Coordinator
Eufaula City Schools

Joseph L. Jones
Counselor
Houston County Schools

Leon L. Leonard
Vocational Counselor
Anniston City Schools

Jerry P. Linley
Vocational Counselor/Psychometrist
Selma City Schools

Stanley E. McCarver
Counselor
Russellville City Schools

Velma M. McIntyre
Vocational Counselor/Placement Specialist
Mobile County Schools

Sarah M. Miller
Vocational Counselor
Clarke County Schools

Annie L. Oliver
Counselor
Bullock County Schools

Doris Paslay
Counselor
Jacksonville City Schools

Gloris M. Peterson
Counselor
Autauga County Schools

Angyann K. Posey
Vocational Counselor
Tallapoosa County Schools
Alexander City Schools

Carolyn Powell
Title I Evaluator
Etowah County Schools

Willie D. Pritchett
High School Counselor
Linden City Schools

Mildred M. Roberts
Vocational Counselor
Huntsville City Schools

Mrs. Beatrice C. Rogers
High School Counselor
Monroe County Schools

John L. Rogers
Career Education Consultant
Jefferson County Schools

John W. Sharpless
Vocational Counselor
Elba City Schools

Dalton A. Sharpton
Director of Counseling
Winston County School

Diane Simmons
Counselor/Psychometrist
Tallapoosa County Schools

Maurine L. Snyder
Vocational Counselor
Midfield City Schools

Betty R. Speed
Counselor
Pike County Schools

Elizabeth K. Spencer
Counselor
Brewton City Schools

John Story
Vocational Counselor
DeKalb County Schools

David L. Trawick
Counselor
Dothan City Schools

Martha S. Wilkinson
Counselor
Cleburne County Schools

Martha G. Wood, Supervisor
Pupil Personnel Counseling Services
Mobile County Schools

In addition to the above, input was received from other counselors individually at conferences and at workshops. Other states and individuals have generously shared information with Alabama and some of the materials have been used verbatim while others have been adapted for the purposes determined. The use of any and all materials is gratefully acknowledged.

Appreciation is also extended to Dr. William C. Berryman, Director of the Division of Instructional Services, for his support in the development of this handbook; Dr. Clinton Owens for his advice and counsel; Mrs. Joanna Crane for her technical assistance in administrative data; Mr. Jim Turnipseed for his editing, Dr. Billy Mellown and the Federal Programs Staff; Mr. Carl Chandler, Mr. Corry Hutchens, Ms. Thelma Jones, Mr. Floyd R. Johnson, Jr., and Dr. Samuel J. Shippen, Specialists in the Pupil Personnel Services Section for their input and editorial assistance; and special

appreciation to Mrs. Martha Ann Lewis and Mrs. Ethel Lemmond for the typing

Certain quoted information in this publication has been taken in part from materials published prior to the existence of the Title IX mandate. This material has been reproduced as it originally appeared; however, the counselors of Alabama understand and will adhere to the Title IX mandate in the selection and use of materials.

Walter G. Nelson, Project Coordinator
Pupil Personnel Services Section
Division of Instructional Services
Alabama State Department of Education
June 1979

TABLE OF CONTENTS

PAGE

1. THE SCHOOL COUNSELOR 1

Role Definition—The Process 1
Illustrative General Role Statements 1
Illustrative Role and Function Activities 2
Counseling—Individual 2
Counseling—Group 2
Consultation 2
Program Planning, Coordination, and Management 2
School Centered Administrative Activities 2
Participation in Professional Organizations 2
Elementary Counselor 3
Middle School—Junior High Counselor 3
High School Counselor 3

COUNSELOR—STAFF RELATIONS 4

Staff Role 4
Staff Relationship 4

ATTENDANCE AND SOCIAL SERVICES 4

HEALTH SERVICES 4

SERVICES FOR EXCEPTIONAL CHILDREN 4

2. PROFESSIONAL CONSIDERATIONS 5

Certification 5
Ethical Standards 5
Legal Considerations 11
Privileged Communication 11
Family Rights and Privacy Act P.L. 93-380 12
The Education of the Handicapped Act P.L. 94-142 12
Professional Development 13

3. PLANNING, DEVELOPING, IMPLEMENTING AND EVALUATING A GUIDANCE PROGRAM 15

4. Goal Setting 16

5. Assessing Needs 23

Sampling 23
Other Considerations 24

6. Developing Objectives and Guidance Activities 25

Criteria for Selecting a Guidance Activity 25
Procedures in Implementing an Activity 25
Standards Which Must Be Built into an Activity 26

7. Evaluation 27

Using Standards in Evaluation 27
Representative Outcomes and Possible Methods of Evaluation 28
Standardized Tests 29
Alabama State Testing Program 29
Locally Made Tests 30
Rating Scales 30
Checklists 32
Questionnaires 33

Anecdotal Report 33
Other Techniques 33
Illustrations of Possible Goals, Objectives, Activities, and Evaluation 35

8. GUIDANCE TECHNIQUES AND ACTIVITIES 41

9. Individual Counseling 41

Interviewing Techniques 42
Alternative Techniques 42

10. Group Counseling 43

Introduction 43
The Group 43
Characteristics of Children During Early Childhood 43
Organization of Groups 44
Improvement Through Use of Proper Group Counseling 44
Composition of Groups 45
Principles Involved in Group Guidance 45
Ground Rules for Groups 46
Foundations of the Group 46
Values of the Group 46
Techniques 46
Peer Counseling 47
Group Closure 47
Evaluation 47
Group Climate Evaluation 48
"Our Effectiveness as a Group" Evaluation 49
Group Experience Checklist 50
Group Structure 50
Tips for Leaders of Groups 51
Evaluation of a Group Leader 52
How Do You See Your Leader 52
Group Leader Self-Evaluation 52
Student Feedback and Evaluation Form 53
Evaluation and Testing of Elementary School Children .. 55
Observation and Recording 56
Anecdotal Records 57
The Testing Program 58
Sociometric Techniques 58
Good Study Habits 58
Appreciation of Self 59
If I Were 60
Misunderstanding 61
Honesty 62
Rick and the Lady 63
I Forgot 65
Being Myself 67
My Emotions 71
"Who Are You?" 74
"Feelings Vocabulary" 75
"What Can We Do to Make a Difference?" 76
"Games for the Five Senses" 78
"Tiny, the Teeny Turtle" 79
Strength Feedback Sessions 80

"The Grown-up Thing to Do" Discussions 81
"Guess the Feeling" Game 82
What is Your Bag? 85
Effective Complaining 86
Your Needs and Your Individual Differences 87
Get Acquainted Name Tags 88

Study Guides for Students 89
Brainstorming 92
If I Were a 93
Consensus 94
The Decision Maker 95
Writing an Ad for Yourself 96
The Fall-out Shelter Problem 96
Coat of Arms 99
Options—A Decision-Making Game 100
Seeking Information and Evaluating Experience 102
An Illustration in Risk-taking: Which Course to Take 104
Personality and Risk-taking 105
Testing Yourself on Strategy 107
Think—Feel: A Verbal Progression 108
Intergroup Meeting: An Image Exchange 109
Sculpturing: An Expression of Feelings 110
Group Exploration: A Guided Fantasy 111
Babel: Interpersonal Communication 113
Absentee: A Management Role Play 115
IALAC Group Activity 116

11. Teacher Assistance—Classroom Management Activities 119

A Working Relationship Between Teachers and Students .. 119
Powers of Observation 119
Assisting the Guidance Personnel 119
Changing Classroom Behavior Program 119
Helps for Conveying Messages 126
Diagnosing a Classroom Problem 127
Good Study Habits 127
Study Guide for Students 128
The Miracle Workers 131

12. Career Education 133

What it's All About 133
Elements of Career Education 133
Sample Career Education Activity K-4 136
Sample Career Education Activity 5-8 137
Sample Career Education Activity 9-12 138
Additional Career Education Resources 139

13. Placement 149

Introduction 149
Placement Counseling: Pitfalls and Admonitions 149
Job Placement 149
Services to Employees 150
Services to Other Educational Institutions 150
Services to a School 150
Steps to Career Placement 151

Suggested Schedule of Activities
Career Assistance and Placement Services 152
Suggested Activities for Placement
Operation 158
Counseling Record 161
Suggestions For Successful Job Interviews 169

14. Resources

Alabama Information Development System (AIDS) 171
Alabama Occupational Information System (AOIS) 171

15. Appendix 175

THE SCHOOL COUNSELOR

The school counselor is a professional educator with a broad background of graduate-level training in the theory and techniques of guidance and counseling. The primary role of the school counselor is to attend to the developmental needs of students and the personal-social-emotional problems which students encounter as they interact with the elements of their environment. In order to accomplish this primary role, counselors must differentiate their role and function activities into an organizational plan based upon professional goals, institutional, the needs of students, and specific objectives developed on the basis of these identified needs.

The school counselor is an active member of the staff of professionals assigned the task of providing opportunities for students to learn within a relevant context and within an appropriate environment.

To students, teachers, administrators, parents, and interested others, the school counselor is a helper, a consultant, and a coordinator.

The school counselor believes that through the counseling relationship, students can be helped to enhance and enrich their personal development as they strive for self-fulfillment. The counseling relationship can be defined as an accepting, non-evaluative experience in which the student and the counselor are co-learners.

The school counselor believes that each student is a unique person who has a right to acceptance, self-development, ultimate self-direction, and self-fulfillment. Further, the school counselor believes that the student must learn responsibility for decision making, how to differentiate among several alternatives, and to live with the consequences of decisions.

The school counselor believes in the school as a democratic institution within our society and understands the necessary measures which must be taken to protect the rights of all persons and to preserve the identity of the institution.

The school counselor believes that within social group settings such as the school some conflicts among individuals will arise, and the mediation of conflicts among individuals is an important part of the role of the counselor.

I. Role Definition—the Process:

The preceding philosophical statements are presented as the rationale for developing a guidance and counseling program at the local school level. The role and function statements which follow are presented as guidelines from which can be selected the elements for developing a school guidance program and defining the role of the counselor within the school setting.

The school administrator has the responsibility for creating the administrative framework within which a guidance program can be conceptualized, planned, and implemented. The administrator and the counselor have the joint leadership responsibility for cooperatively defining and planning for the guidance function. The counselor has the responsibility for program planning, organization, management, and implementation. The counselor should work cooperatively with school administrators and faculty to assure the development of a relevant and flexible program with realistic goals, objectives, and activities.

II. Illustrative General Role Statements (Role statements can be restated into program goals, or student oriented goals.)

A. Assisting students in self-understanding.
B. Assisting students in decision making.
C. Assisting students with life adjustment problems.
D. Assisting students in their life/career planning activities.
E. Providing appropriate information to students.
F. Collecting appropriate information about students.
G. Assisting in relating the various programs of the school to the needs of the students.
H. Assisting in developing positive relationships between the school and the various components of the public domain.

I. Planning, initiating, coordinating, and managing the guidance program.
J. Planning and conducting a continuous program for evaluation of the guidance program.

III. **Illustrative Role and Function Activities:**

A. Counseling—Individual
1. Personal—social—emotional problems.
2. Vocational or life/career decision making.
3. College planning.
4. Vocational or technical school planning.
5. Post high school planning (general).
6. School related problems.
7. Course of study and selection of classes.
8. Non-school related problems.

B. **Counseling—Groups.**
1. Providing small group counseling
2. Conducting group guidance sessions.
3. Assisting teachers in conducting group guidance units.

C. **Consultation.** (Giving, Receiving, or sharing professional knowledge, competencies, and skills to achieve specific objectives).
1. Consulting with students.
2. Consulting with parents.
3. Consulting with administrators.
4. Consulting with teachers.
5. Consulting with other counselors.
6. Consulting with significant others.
7. Consulting with public agency personnel and providing relevant public relations leadership and information.

D. **Program Planning, Coordination, and Management.**
1. Establishing goals.
2. Collecting, organizing, and interpreting the results of the needs assessment activities.
3. Planning specific guidance objectives and related activities based on the needs assessment.
4. Evaluating or assessing the extent to which guidance objectives are being met.
5. Collecting, organizing, and interpreting information to students.
6. Participating in curriculum planning activities.
7. Participating in or conducting local and/or district in-service activities.
8. Initiating change in the school environment to facilitate the normal adjustment and general well-being of students.
9. Planning and conducting the school standardized testing program.
10. Suggesting to students/parents the availability of assistance from other professionals and/or agencies.
11. Coordinating the resources of local industries and businesses in relation to work-study experience programs and job-placement programs for students.
12. Conducting orientation activities for all new students.

E. **School Centered Administrative Activities.**
1. Assisting with the process of scheduling students by serving as consultant to students, parents, teachers, and administrators. The counselor's main concern is that each student is enrolled in a class and curriculum that has the greatest opportunity for learning experiences rather than the development of the total schedule.
2. Planning and preparing reports related to guidance activities.
3. Performing clerical tasks appropriate to the role of counselor as dictated by legal considerations.
4. Supervising clerical activities necessary for the operation of a guidance activity.

F. **Participation In Professional Organizations.**
1. Supporting professional organizations actively.
2. Keeping well informed about professional issues and new developments through the professional media.

3. Completing graduate-level courses and seminars designed to improve counseling skills and competencies.
4. Completing graduate-level courses and seminars designed to present new knowledge, techniques, theory development, and research related to the field of guidance.

The role and function activities of the school counselor are further differentiated by the age level of the students with whom he works.

ELEMENTARY COUNSELOR

It is becoming increasingly apparent that greater emphasis is being placed on such areas as self-understanding, career education, decision-making and interpersonal relationships at the secondary school level. Such emphasis must begin earlier in the school experiences of students in order to facilitate the developmental/preventive posture of guidance as opposed to a crisis/remedial one. Elementary school guidance should be designed to begin the process of providing for the developmental needs of students.

Three primary goals of guidance in the elementary school are 1) to assist in the early identification of the intellectual, emotional, social and physical characteristics of students; 2) to assist in the diagnosis and remediation of learning problems of students, and 3) to assist in the planning for efficient and effective use of available resources to more adequately meet the identified needs of students.

Guidance for all children is an essential component of the total educational experience in the elementary school. Even though the teacher has many responsibilities in the guidance process, the use of additional personnel is essential if the elementary school is to enable each child to act appropriately and to learn effectively in terms of his own particular abilities and developmental processes. The elementary counselor works as a member of the local school staff and as a member of the team providing pupil personnel services.

The elementary school counselor functions in three broad areas: as the coordinator of the total guidance program, as a consultant to teachers, parents and administrators, and as a counselor to students. The elementary school counselor provides assistance to the students and staff in the elementary school in the areas of assessment, instruction and guidance services.

MIDDLE SCHOOL JR. HIGH COUNSELOR

A primary objective of the middle school—junior high school is to further the self-development of students so that each may develop his own talents for learning and growth. In meeting the needs and interests of this pre-adolescent and early adolescent group, an effective guidance program within the school is essential. This program can help develop in students and teachers a warm and human relationship where open and honest communication can take place.

Counselors play a vital role in helping staff members and parents understand the students and in helping the students understand themselves. Differing from elementary and secondary school counterparts, the middle school counselor must be able to assist the students to successfully resolve the problems inherent in the transitional "never—never land" between childhood and the earliest stages of adulthood.

HIGH SCHOOL COUNSELOR

The role of the counselor in the high school is to provide experiences that will increase each student's self understanding experiences that will increase understanding of his environment particularly, the understanding of the educational and vocational possibilities, and experiences that increase the capacity for self-direction. Through a continuous developmental program of testing, provision of information materials, individual and group counseling, placement and follow-up, the counselor attempts to help students in the realization of their individual potential. The counselor is

dedicated to the idea that students will enhance and enrich their personal development and self-fulfillment by means of making more intelligent decisions if given the opportunity to experience an accepting, non-evaluating relationship in which the student is helped to a better understanding of self, the environment in which he lives and the relationship between the two.

COUNSELOR—STAFF RELATIONS

Staff Role

In a democratic society the school's basic purpose is the education and development of all students toward individual fulfillment. To contribute toward this responsibility, the school counselor works with all members of the school staff by providing appropriate information, materials, and consultative assistance in supporting teacher efforts to understand better the individuality of each pupil.

Guidance is a function of every member of the educational team, but the responsibility for leadership is one of the primary functions of the school counselor. The counselor has professional responsibilities to a number of others as he makes an effort to utilize all available community resources to assist the student. It is essential that a good working relationship be established and maintained with these community and area resources to assure ongoing rapport.

Staff Relationship

A successful guidance program requires a "team" effort on the part of the counselor, school administrator, teachers, attendance workers, social workers, psychologists, etc. Setting goals through objective selection, activity planning, and evaluation of program effectiveness should all be part of a team effort.

The coordination of this team approach might best be accomplished by the counselor through a pupil personnel services committee (PPS) composed of representatives from each service area. The function of the PPS committee could be to consider plans for goal setting, needs assessment procedures, objective selection, and activity appropriateness. They might also assist in determining who should conduct the learning experiences, and how the program will be evaluated (Evaluation Design).

Although the counselor is primarily responsible for the guidance program, team members and faculty should share the responsibility of planning, implementing, and evaluating the program.

As a member of the pupil personnel services committee, the counselor provides consultation, coordination, and counseling to the supportive services staff.

ATTENDANCE AND SOCIAL SERVICES

The counselor works with the attendance and social services personnel in promoting better school attendance and improving social development of students.

HEALTH SERVICES

Counselors may refer students to the appropriate school health services personnel when needs for such services are identified. Coordination of different health services for an individual child may also be provided by the counselor.

SPECIAL SERVICES FOR EXCEPTIONAL CHILDREN

Counselors act as consultants to professionals in the school system working with exceptional children by sharing appropriate student data, by assisting in identification of exceptional children, and by sharing results obtained from screening and/or individual or group tests. Counselors conduct in-service training programs and provide teachers of exceptional children with suggestions of materials and techniques for appropriate group guidance experiences.

Psychometrists, school psychologists and counselors all work closely with exceptional children, their parents and teachers in referrals, testing, placement and in meeting specific needs of the individual child.

PROFESSIONAL CONSIDERATIONS

CERTIFICATION

School counselors in Alabama are certified through the State Department of Education (SDE). Counselors must hold a valid certificate in counseling and guidance. In order to obtain this certificate, counselors must have completed an approved program in counselor education and meet all requirements for the certificate.

ETHICAL STANDARDS

Professionals, through their respective professional associations, have for centuries subscribed to a set of ethical standards. School counselors as professionals have developed and subscribed to the statement adopted and published by the American Personnel and Guidance Association. The Alabama Personnel and Guidance Association subscribes to the Ethical Standards published by the American Personnel and Guidance Association.

ETHICAL STANDARDS

American Personnel & Guidance Association

Preamble

The American Personnel and Guidance Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of the members include a wide variety of academic disciplines, levels of academic preparation, and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles which define the ethical behavior of Association members.

Section A: General

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members are expected to gather data on their effectiveness and to be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed. The acceptance of employment in an institution implies that the member is in substantial agreement with the general policies and principles of the institution. Therefore the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of counselees, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, members and non-members, is expected at all times. When information is possessed which raises serious doubt as to the ethical behavior of professional colleagues, whether Association members or

not, the member is obligated to take action to attempt to rectify such a condition. Such action shall utilize the institution's channels first and then utilize procedures established by the state, division, or Association.

The member can take action in a variety of ways: conferring with the individual in question, gathering further information as to the allegation, conferring with local or national ethics committees, and so forth.

4. The member must not seek self-enhancement through expressing evaluations or comparisons that are damaging to others.

5. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

6. In establishing fees for professional services, members should take into consideration the fees charged by other professions delivering comparable services, as well as the ability of the counselee to pay. Members are willing to provide some services for which they receive little or no financial remuneration, or remuneration in food, lodging, and materials. When fees include charges for items other than professional services, that portion of the total which is for the professional services should be clearly indicated.

7 When members provide information to the public or to subordinates, peers, or supervisors, they have a clear responsibility to ensure that the content is accurate, unbiased, and consists of objective, factual data.

8. The member shall make a careful distinction between the offering of counseling services as opposed to public information services. Counseling may be offered only in the context of a reciprocal or face-to-face relationship. Information services may be offered through the media.

9. With regard to professional employment, members are expected to accept only positions that they are prepared to assume and then to comply with established practices of the particular type of employment setting in which they are employed in order to ensure the continuity of services.

Section B: Counselor-Counselee Relationship

This section refers to practices involving individual and/or group counseling relationships, and it is not intended to be applicable to practices involving administrative relationships.

To the extent that the counselee's choice of action is not imminently self- or other-destructive, the counselee must retain freedom of choice. When the counselee does not have full autonomy for reasons of age, mental incompetency, criminal incarceration, or similar legal restrictions, the member may have to work with others who exercise significant control and direction over the counselee. Under these circumstances the member must apprise counselees of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the counselee(s) whether the counselee(s) is (are) assisted individually or in a group relationship. In a group setting, the member-leader is also responsible for protecting individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting the member is expected to set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling/therapy relationship with another professional person, the member does not begin a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the counselee is in another counseling/therapy relationship after the counseling relationship begins, the member is obligated to gain the consent of the other professional or terminate the relationship, unless the counselee elects to terminate the other relationship.

4. When the counselee's condition indicates that there is clear and imminent danger to the counselee or others, the member is expected to take direct personal action or to inform responsible authorities. Consultation with other professionals should be utilized where possible. Direct interventions, especially the assumption of responsibility for the counselee, should be taken only after careful deliberation. The

counselee should be involved in the resumption of responsibility for his actions as quickly as possible.

5. Records of the counseling relationship including interview notes, test data, correspondence, tape recordings and other documents are to be considered professional information for use in counseling, and they are not part of the public or official records of the institution or agency in which the counselor is employed. Revelation to others of counseling material should occur only upon the express consent of the counselee.

6. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be sufficiently disguised to ensure full protection of the identity of the counselee involved.

7. Counselees shall be informed of the conditions under which they may receive counseling assistance at or before the time when the counseling relationship is entered. This is particularly so when conditions exist of which the counselee would be unaware. In individual and group situations, particularly those oriented to self-understanding or growth, the member-leader is obligated to make clear the purposes, goals, techniques, rules of procedure, and limitations that may affect the continuance of the relationship.

8. The member has the responsibility to screen prospective group participants, especially when the emphasis is on self-understanding and growth through disclosure. The member should maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member reserves the right to consult with any other professionally competent person about a counselee. In choosing a consultant, the member avoids placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the counselee.

10. If the member is unable to be of professional assistance to the counselee, the member avoids initiating the counseling relationship or the member terminates it. In either event, the member is obligated to refer the counselee to an appropriate specialist. (It is incumbent upon the member to be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the counselee declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member learns from counseling relationships of conditions that are likely to harm others, the member should report the condition to the responsible authority. This should be done in such a manner as to conceal the identity of the counselee.

12. When the member has other relationships, particularly of an administrative, supervisory, and/or evaluative nature, with an individual seeking counseling services the member should not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's condition definitely warrants counseling intervention should the member enter into and/or maintain a counseling relationship.

13. All experimental methods of treatment must be clearly indicated to prospective recipients, and safety precautions are to be adhered to by the member.

14. When the member is engaged in short-term group treatment/training programs, e.g., marathons and other encounter-type or growth groups, the member ensures that there is professional assistance available during and following the group experience.

15. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives. The variations that may be necessary should be clearly communicated to other professionals and prospective counselees.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. It is the member's responsibility to provide adequate orientation or information to the examinee (s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information cautiously in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular counselee, the member must consider carefully the specific validity, reliability, and appropriateness of the test (s). "General" validity, reliability, and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member is expected to give accurate information and to avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretations. Members have a responsibility to recognize the limits of their competence and to perform only those functions for which they are prepared.

5. Tests should be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions should be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results should be made known to the examinee.

7. The purpose of testing and the explicit use of the results should be made known to the examinee prior to testing. The counselor has a responsibility to ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent counselee stereotyping.

8. The examinee's welfare and explicit prior understanding should be the criteria for determining the recipients of the test results. The member is obligated to see that adequate interpretation accompanies any release of individual or group test data. The interpretation of test data should be related to the examinee's particular concerns.

9. The member is expected to be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with extreme caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member is obligated to guard against the appropriation, reproduction, or modifications of published tests or parts thereof without the express permission and adequate recognition of the original author or publisher.

12. Regarding the preparation, publication, and distribution of tests, reference should be made to:

a. Standards for Educational and Psychological Tests and Manuals, revised edition, 1973, published by the American Psychological Association on behalf of itself, the American Educational Research Association, and the National Council on Measurement in Education.

b. "The Responsible Use of Tests: A Position Paper of AMEG, APGA, and NCME," published in Measurement and Evaluation in Guidance Vol. 5., No. 2, July 1972, pp. 385388.

Section D: Research and Publication

1. Current American Psychological Association guidelines on research with human subjects shall be adhered to (Ethical Principles in the Conduct of Research with Human Participants. Washington, D.C.: American Psychological Association, Inc., (1973).

2. In planning any research activity dealing with human subjects, the member is expected to be aware of and responsive to all pertinent ethical principles and to ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are reponsible for their subjects' welfare throughout the experiment, and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subject.

5. It is expected that all research subjects be informed of the purpose of the study except when withholding information or providing mis information to them is essential to the investigation. In such research, the member is responsible for corrective action as soon as possible following the research.

6. Participation in research is expected to be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member is responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member is expected to be familiar with and to give recognition to previous work on the topic, as well as to observe all copyright laws and follow the principle of giving full credit to all to whom credit is due.

12. The member has the obligation to give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research, in accordance with such contributions.

13. The member is expected to communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests should not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information provided.

Section E: Consulting and Private Practice

Consulting refers to a voluntary relationship between a professional helper and help-needing social unit (industry, business, school, college, etc.) in which the consultant is attempting to give help to the client in the solution of some current or potential problem. When "client" is used in this section it refers to an individual, group, or organization served by the consultant. (This definition of "consulting" is adapted from "Dimensions of the Consultant's Job" by Ronald Lippitt, Journal of Social Issues, Vol. 15, No. 2, 1959.)

1. Members who act as consultants must have a high degree of self-awareness of their own values and needs in entering helping relationships that involve change in social units.

2. There should be understanding and agreement between consultant and client as to the task, the directions or goals, and the function of the consultant.

3. Members are expected to accept only those consulting roles for which they possess or have access to the necessary skills and resources for giving the kind of help that is needed.

4. The consulting relationship is defined as being one in which the client's adaptability and growth toward self-direction are encouraged and cultivated. For this reason, the consultant is obligated to maintain consistently the role of a consultant and to avoid becoming a decision maker for the client.

5. In announcing one's availability for professional services as a consultant, the member follows professional rather than commercial standards in describing services with accuracy, dignity, and caution.

6. For private practice in testing, counseling, or consulting, all ethical principles defined in this document are pertinent. In addition, any individual, agency or institution offering educational, personal, or vocational counseling should meet the standards of the International Association of Counseling Services, Inc.

7. The member is expected to refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency counselees by members of its staff. In such instances, the counselees must be apprised of other options open to them should they seek private counseling services.

8. It is unethical to use one's institutional affiliation to recruit counselees for one's private practice.

Section F: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to: (a) make the institution's goals explicity and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members should define and describe the parameters and levels of their professional competency.

2. Members should establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance and dissemination of recorded information, work load, and accountability. Working agreements in each instance should be specified and made known to those concerned.

3. Members are responsible for alerting their employers to conditions that may be potentially disruptive or damaging.

4. Members are responsible for informing employers of conditions that may limit their effectiveness.

5. Members are expected to submit regularly to review and evaluation.

6. Members are responsible for in-service development of self and/or staff.

7. Members are responsible for informing their staff of goals and programs.

8. Members are responsible for providing personnel practices that guarantee and enhance the rights and welfare of each recipient of their services.

9. Members are expected to select competent persons and assign responsibilities compatible with their skills and experiences.

Section G: Preparation Standards

Members who are responsible for training others should be guided by the preparation standards of the Association and relevant divison (s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members are expected to orient trainees to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of training are expected to establish programs that integrate academic study and supervised practice.

3. Members are expected to establish a program directed toward developing the trainees' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members are expected to identify the level of competency of their trainees. These levels of competency should accommodate the paraprofessional as well as the professional.

5. Members, through continual trainee evaluation and appraisal, are expected to be aware of the personal limitations of the trainee that might impede future performance. The trainer has the responsibility of not only assisting the trainee in securing remedial assistance, but also screening from the program those trainees who are unable to provide competent services.

6. Members are expected to provide a program that includes training in research commensurate with levels of role functioning. Paraprofessional and technician-level personnel should be trained as consumers of research. In addition, these personnel should learn how to evaluate their own and their program effectiveness. Advanced graduate training, especially at the doctoral level, should include preparation for original research by the member.

7. Members are expected to make trainees aware of the ethical responsibilities and standards of the profession.

8. Training programs are expected to encourage trainees to value the ideals of service to individuals and to society. In this regard, direct financial remuneration or lack thereof should not influence the quality of service rendered. Monetary considerations should not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for training are expected to be skilled as teachers and practitioners.

10. Members are expected to present thoroughly varied theoretical positions so that trainees may make comparisons and have the opportunity to select a position.

11. Members are obligated to develop clear policies within their training institution regarding field placement and the roles of the trainee and the trainer in such placements.

12. Members are expected to ensure that forms of training focusing on self-understanding or growth are voluntary, or if required as part of the training program, are made known to prospective trainees prior to entering the program. When the training program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member should have no administrative, supervisory, or evaluative authority regarding the participant.

13. Members are obligated to conduct a training program in keeping with the most current guidelines of the American Personnel and Guidance Association and its various divisions.

Revised 1974

Reprinted by permission of the American Personnel and Guidance Association.

III, C, 1

LEGAL CONSIDERATIONS

The public schools of Alabama have a legal existence under Alabama law. The framework for the operation of the public schools may be found in *Title 16, Code of Alabama 1975* and in *Regulations Governing Alabama Schools*, Bulletin 1975, Number 10 Alabama State Department of Education.

The legal and ethical considerations of collecting and maintaining student records are the responsibility of the local school district. Each school district is expected to develop and make known a local district policy concerning pupil records.

PRIVILEGED COMMUNICATION

In the legal sense of the term counselors and other professionals in the educational community in Alabama have not been granted privileged communication. This simply means that any information

pertaining to a student, however obtained, must be revealed when directed under subpoena in a court of law. Counselors and other members of the education team are ethically obligated to maintain confidentiality relating to student information made to them. Each counselor, using the ethical standards, the local school district policies in regard to pupil records, and his own best judgment must make decisions on each individual case.

THE FAMILY RIGHTS AND PRIVACY ACT (FERPA PUBLIC LAW 93-380, 1974

All schools must observe Federal and State laws on the protection of privacy in regard to students. Regulation VII, Federal Laws on Protection of Student Privacy, *Regulations Governing Alabama Schools*, Bulletin 1975, Number 10, very succinctly covers this law (also known as the Buckley Amendment). This regulation states that

A. No funds shall be made available to any educational agency which denies parents of students the right to inspect and review all official records, files, and data directly relating to their children including their cumulative record folder.

B. Each agency shall establish appropriate procedures for granting parents' request for access to such records within a reasonable period of time but in no case more than 45 days after the request.

C. Parents may request a hearing to challenge the content of such records.

D. No grant recipient may release personally identifiable information of students without the written consent of parents except to:

   1. Other local school officials who have legitimate educational interest.
   2. Officials of other schools in which the student intends to enroll; however, parents must be informed of the transfer, receive a copy of the record if requested, and have an opportunity for a hearing to challenge the content of the record.
   3. Authorized representative of:
      a. Comptroller General of the U.S.
      b. The Secretary of the Office of the United States Department of Health, Education & Welfare
      c. An administrative head of an education agency
      d. Any State Education Agency
   4. Such persons as necessary in connection with a student's application for, or receipt of, financial aid.

E. Anyone desiring access to student records shall be required to sign a written form which shall be kept permanently with the file of the student. Such form shall be available to parents and to the school official responsible for record maintenance.

F. Whenever a student has attained 18 years of age or is attending a post-secondary education institution, the permission or consent required of and the rights accorded to the parents shall thereafter only be required of and accorded to the student.

G. Education agencies are required to inform parents and students who are 18 years old of their rights relative to this section.

The Education of the Handicapped Act, P. L. 94-142, 1975

P. L. 94-142, The Education of the Handicapped Act, requires that all handicapped children receive an appropriate education. All aspects of an appropriate education are insured through procedural safeguards providing confidentiality and due process procedures to all handicapped children and their parents or guardians.

1. All education agencies and other service delivery agencies must insure parents of the right to;

   A. Inspect and review any education records relating to their children which are collected, maintained, or used by the agency. Records must be made available to parents not more than 45 days after request.

B. Request that the agency provide copies of records containing information regarding the education of their child and if a charge is made, it must not be more than the cost of copying the record.

C. Have a representative of the parent inspect the records.

D. Request an amendment of data when parents believe that the data is inaccurate or misleading or violates the privacy or other rights of the child. The agency has the responsibility to amend the records or request a due process hearing to show cause for not amending the records.

E. Be informed at the termination of the child's special education program that the child's records are available for the parent to obtain a copy and that the records will be stored or disposed of in the normal procedure after an assigned date.

2. All agencies collecting or utilizing data in the provision of direct instructional services or related services, must protect the confidentiality of information by:

A. Appointing one official at each participating agency to assume the responsibility for insuring the confidentiality of any personally identifiable data.

B. Providing training or instruction regarding the agencies' policies and procedures in collection and utilization of data.

C. Maintaining for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable data.

D. Obtaining parental consent before personally identifiable information is:

a) disclosed to anyone other than officials of participating agencies collecting or utilizing information to provide instruction and related services.

b) used for any purpose other than for instruction and related services.

c) released to any other agency unless authorized to do so by the parents.

3. Parents and guardians of handicapped children are provided the opportunity to obtain a due process hearing when there is disagreement in any phase of collection or utilization of personally identifiable data. Hearings will be conducted by rules and regulations established by the State Department of Education.

PROFESSIONAL DEVELOPMENT

Title 16, Section 16-23-12, 1977 Alabama State Code states, "As a further means of improving teachers in service, the county superintendent of education or the city superintendent of schools shall arrange for and conduct conferences in convenient centers upon the course of study or on problems of instruction, supervision and administration.

A resolution adopted by the State Board of Education in its meeting on January 25, 1972, states in part:

> WHEREAS, the quality of public education in Alabama is dependent to a major degree on the competence of those who teach in the schools.
>
> NOW, THEREFORE, BE IT RESOLVED That the Alabama State Board of Education establish as a top priority the provisions of better opportunities on both pre-service and in-service levels for improving the competence of those who teach.

This Board Resolution provides the opportunity for each local public school system to develop an imaginative, coordinated and effective program for the development of a comprehensive plan for the continuing improvement of each professional employee and submit same to the State Department of Education within twelve months. This plan should be cooperatively developed with the State Department of Education. It shall include provision for continuous and periodic professional development and evaluation of each professional employee, preferably by testing and personal evaluation by the local board of education.

To fulfill this law

A. The county or city superintendent, his staff, and the board of education will provide leadership for in-service education.

B. The local board of education will budget funds for purchasing professional materials and for securing consultative services.

C. The in-service education program will be an integral part of the systemwide school program.

D. The program will contribute to the personal, cultural, and professional growth of all teachers, principals, aides, and parents.

E. The program will be directed toward a study of problems in child growth and development, curriculum development, and instructional procedures.

F. The systemwide program will be cooperatively planned, developed, and evaluated by a representative group of principals, teachers, and schools.

G. Records of the systemwide, in-service program will include:
   1. A statement of philosophy
   2. A list of objectives
   3. A list of in-service education experiences being provided to achieve the objectives
   4. An evaluation summary showing
      (a) Teacher growth in improving the classroom practices
      (b) Student progress in achievement and attitudes
      (c) Improved holding power of the schools

H. The systemwide in-service education experiences will contribute to the individual school in-service education experiences.

PLANNING, DEVELOPING, IMPLEMENTING, AND EVALUATING A GUIDANCE PROGRAM

This handbook is based on three major assumptions: (1) that a guidance program should be an integral part of the local educational program, (2) that a guidance program should be tailor-made to meet specific goals and needs identified at the local level, and (3) that a guidance program should provide comprehensive services for all students in all grades represented in the school.

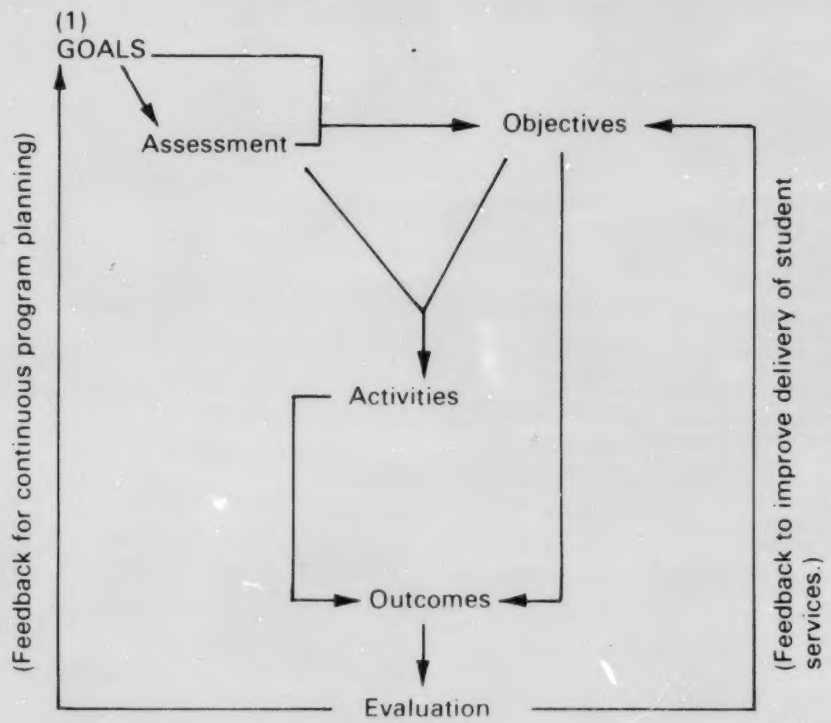
One of the problems counselors frequently encounter is lack of general understanding by others about what counselors do and what guidance functions are. Guidance programs in some instances do not have a well-defined curriculum. This problem sometimes forces counselors into a defensive posture and may lead others to believe that guidance can be classified as a frill when money gets tight. The information in this section will assist you in developing a well-defined guidance curriculum for your school, a curriculum that will allow guidance to become an integral and meaningful part of the whole school curriculum.

This section of the handbook is designed to assist local personnel in answering questions like

How do we determine what goals are important in our guidance program?
How do we determine what the students need from our guidance program?
How do we determine the specifics of our guidance program in terms of activities and services?
How do we evaluate our guidance program?

The purpose here is to provide local personnel with a process that will be useful in designing and implementing a program to meet their specific needs. There is no attempt to provide a comprehensive panacea since every school is unique.

The section attends to five major components of a guidance program: (1) goal setting and priority setting, (2) assessment, (3) objectives, (4) activities, and (5) program and outcome evaluation. While these topics are discussed separately, the basic conceptual framework is one of a unified, flowing whole comprised both of the five areas and the processes which blend those areas. The flow represented is not a simple step by step process but is fluid and interactive as indicated in the following diagram.



At every point in time all the illustrated components are totally interactive. For instance, goals are of constant importance in the day-to-day implementation of the program; they are not set in September then shelved until June.

Within this section, as each of the components is discussed, an attempt will be made to clarify its relationship to and support of each of the other components.

Note: Sample goals, objectives, activities, and evaluations are given at the end of Section IV.

GOAL SETTING

The guidance program should be based on a set of rank-ordered goals. These goals are broad, general statements that define the scope of the guidance program. The goals serve several purposes. First, they allow local school personnel and others to have a common starting point for discussion about the guidance program. Secondly, they allow local persons to establish priorities for the guidance program. Thirdly, they provide the basis for actual program development since the needs assessments, objectives, activities, and evaluation all grow out of the goals of the program.

Those counselors who attended the Counselors' Planning Conference in Montgomery, July 1978, agreed that it would strengthen their programs if a representative group could participate in setting the program goals. They also recognized that a number of difficulties could arise if they attempted to go this route. In order to clarify their own thinking and to provide information for this section of the handbook, they did two things: First, they identified and tried to answer questions that might impede the process in their local settings. The following questions and answers attempt to summarize the process, attend to possible problems, and identify the set of goals this group of counselors developed and prioritized during the sessions. These goals are not comprehensive, nor are they all necessary for all schools. They are intended *only* as examples of goals that a group *might* use if they considered them appropriate.

The goals as stated in this handbook represent a synthesis of many goals developed during the conference. As such they summarize the general concerns of the counselors but are *not* the specific goals they developed.

WHO SHOULD DEFINE THE GOALS OF THE GUIDANCE PROGRAM?

If the guidance program is to be representative of the guidance goals of the local school and community, it is necessary that a broad cross section of persons have input into the goals of the program. This means that such groups as administrators, teachers, students, parents, board members, and community members should work with the guidance staff in selecting and rank ordering goals for the guidance program.

While it is a fairly simple matter to select those educators and board members (or their representatives) who will participate in the process, it is somewhat more difficult to select representative persons from the other groups identified.

One process that might be used is to select a random sample of representatives from each group. This sample could be selected using the random number technique described under "Sampling" in the Assessing Needs Section of this handbook. Since the school will have the names of all students and parents, this method should be fairly straightforward.

The problem of selecting community representatives may be more difficult. While a sample drawn at random from the telephone book is not completely satisfactory, it is easily managed in a small system. If census records or other community listings are available, it is fairly simple to randomly select a group of community representatives.

One consideration that must be attended to is "How large a group should participate in this process?" Aside from those concerns discussed under "Sampling" other factors that influence the number of participants include such things as time, space, budget, and information collating capabilities. Tremendous amounts of information are great, but if they cannot be synthesized with a reasonable amount of time and energy expended, they may be counter productive.

Once a *commitment* to group input has been made, the main concern is to select goals that truly define the expected scope of the guidance program.

HOW DO WE MOTIVATE THOSE REPRESENTATIVES WHO DO NOT NORMALLY PARTICIPATE IN SCHOOL FUNCTIONS SO THAT WE CAN GET A GOOD CROSS SECTION?

The easiest answer is, "Do the best you can." The conference group, however, in seeking an answer to this question did come up with some suggestions. Most importantly, they felt it was essential that the school have or establish a good working relationship with its clientele, mainly students and parents.

A major first step is to take a positive approach. Let students know when they do things right. Notify parents about those special positive things that their children do. Encourage an atmosphere of helpful communication among educators, students, and parents. Let others know that the school personnel are willing to listen and cooperate whenever feasible. The top priority is to believe and share the belief that the growth and development of students is the school's major concern.

If your school already has this orientation and has opened communication with a large majority of its clientele, they will be anxious to give you more of their good ideas. If such is not the case, you have a building program before you both in guidance and the general school arena. A first step would have to be to obtain the concensus and commitment of the educators in your school to pursue such a policy. Difficult? Yes, admittedly so. Necessary? The conference group thought so. You can't get much help from those students and parents with whom you have previously had only negative communication.

A similar positive approach was suggested for building community relations. Here suggestions included what might be called a general public relations campaign using both the media and your parents and students to explain and illustrate the school's commitment to the total community.

An open dialogue about community needs and expectations related to its schools can lead to improved school programs as well as good public relations.

These general techniques are fine as far as they go. Some more specific steps are (1) contact each participant selected for goal setting personally; don't just send a letter of invitation; (2) use the school person who has the best relationship with each participant as your contact person for that participant (if it's a total stranger, again—"Do the best you can."); (3) explain to each participant exactly what you plan to do, why you plan to do it, how long it will take, and what commitment you expect from him. (See next question for "what" and "how.")

Other helpful hints include the necessity of providing refreshments, babysitting, and/or transportation to encourage participation. Try to schedule activities at a convenient time and to keep them as short and simple as possible.

NOW WE KNOW WHO AND CAN GET THEM INVOLVED, JUST EXACTLY WHAT IS IT WE'RE DOING?

The most comprehensive answer is that you're establishing and ranking the goals of your guidance program. This group effort must be preceded by some real planning on the part of the counselor and a small group of others, possibly your advisory group.

After the first quantum leap of getting the school's commitment to this process, the real planning begins. Over and beyond any of the "who" concerns, what happens?

First, the guidance staff and advisory group must delineate a sample list of goals that their knowledge of and experience in the school and community indicate could be important for their program. (A sample list of goals/concerns that the conference group helped develop is included at the end of this section. *Please* remember it is *only a sample* to help in your thinking and give you examples of how program goal statements can be formulated. Other lists may be obtained from textbooks, professional organizations, etc.)

Your list of possible goals should be a fairly comprehensive indicator of the services your guidance staff is prepared to offer. Admittedly, you cannot be all things to all people but develop a range of goals from which the group can select those they consider most important. The process will provide a mechanism for rank ordering the goals. Later a decision can be made on how many goals the limits of budget, staff, and time will permit the program to incorporate.

Next, the list should be checked by another small group for readibility and meaning. All process participants must be able to read the goals statements and have a common understanding of what they mean. The purpose is to end up with goal statements that are simple and clear. Sometimes it is difficult to say exactly what you mean in a simple, clear manner. (You'll see when looking at the July conference group's list that they had the same problem.) When this situation occurs, it is sometimes

helpful to include an explanation or example of what you mean (a goal indicator).

For example: If your goals says: "The guidance program should include activities and services to assist students in developing adaptive behavior skills that will allow them to make a smooth transition into the adult world." (Whew!), you might want to include some examples with the goal statement. For example: The goal indicator under this statement might be (i.e., getting along with others, finding and holding a job, learning to be responsible . . .).

Again the major purpose is to be sure all the participants can interpret the goal statements in the same way.

One method for ranking goals is to use a "Q-sort." (This is the method the July conference group used.) In order to implement the process you must first prepare a "goal deck" for *each* participant. This entails putting *each* goal on an index card (including any goal indicators and the goal number on the card).

Example:

The guidance program should include activities and services to assist students in developing adaptive behavior skills that will allow them to make a smooth transition into the adult world. (i.e., getting along with others, finding and holding a job, learning to be responsible, etc.)
1

Since it can become an extremely laborious task to create such a deck for each participant if index cards are used, you could make a master copy of all the goals like:

1	2
3	4
5	6
7	8

After you duplicate your master pages on construction weight paper, it is a simple task to cut and assemble the goal decks.

Now each participant has a set of cards listing all identified goals for your program (maximum of 20-30). Ask the participants to read each statement and decide its level of importance in the guidance program. If they consider it of maximum importance, they are to place the card below #1 on the table in front of them. If they consider the goal to be of minimum importance, place the card below the #7. They, of course, have the option of ranking each goal anywhere on the total scale of 1-7. (Before the session, you set up a space for each participant with seven cards on it:

#1	#2	#3	#4	#5	#6	#7

Once they have finished their original task, they should check their rankings. For instance, read through all the goals under #1 again and decide if the goals are all of equal value or if they want to move one or more to some other rank number. This process should be completed for all stacks. When they are comfortable with their rankings, each should fill out "tally sheet."

GOAL #	RANK #
1	
2	
3	
4	
5	
6	
7	
•	
•	
•	

Beside the goal # they simple write the number of the stack in which they placed that goal. (If you have computer facilities, the tallying can be done on scan sheets.) For your purposes, the next step is to get a summary tally. One type of summary sheet is:

	RANK						
GOAL #	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

Now you can put a tally to represent *each* ranking of *each* goal. The final sheet might have *a row* that looked like:

	RANK						
GOAL #7	1	2	3	4	5	6	7
	𝍸 /	𝍸 𝍸	𝍸 //	///	//	/	/

which translates to:

	RANK						
GOAL #7	1	2	3	4	5	6	7
	6	10	7	3	2	1	1

For each goal you can now obtain an average, weighted ranking. Using the previous example, to calculate the average, weighted ranking for goal statement #7:

First, multiply each *rank* by the *number of people* who chose that rank:

Rank	*Persons*
1 X 6	= 6
2 X 10	= 20
3 X 7	= 21
4 X 3	= 12
5 X 2	= 10
6 X 1	= 6
7 X 1	= 7
	82 Total

When, you *add* those products you get a sum of 82. Now divide the sum (82) by the number of participants, in this example 30.

$$30 \overline{)\ 82.00}\quad 2.73$$

Thus the average, weighted ranking of goal statement #7 is 2.73.

Once you have this average, weighted ranking for *each* of the goals, you are ready to put them in priority order beginning with the one that has the average, weighted ranking closest to 1.00

Your list might look like this:

GOAL #	AVERAGE RANK
17	1.30
4	1.38
23	1.75
1	2.11
6	2.52
12	2.64
7	2.73
•	
•	
•	

Your goal statements are now in priority order. In this example the group ranked goal #17 as the most important to the guidance program, goal #4 was next most important, and so forth.

Once the decision is made about how far down the priority list available time, staff and resources will allow you to go, you have the goals of your local guidance program.

Admittedly this is not the only available process for selecting guidance program goals. It is an example of one method that might be helpful to local personnel.

IS GOAL SETTING REALLY WORTH ALL THIS TIME AND TROUBLE?

Yes! Since the entire guidance program grows out of the program goals it is virtually impossible to underestimate their importance. If the program is to be a strong program designed to meet the expectations of its clients, some process for identifying and prioritizing program goals must be followed.

WHAT WERE THE GUIDANCE PROGRAM GOALS IDENTIFIED BY THE CONFERENCE PARTICIPANTS?

Again, it cannot be too strongly emphasized that the goals/concerns on this list represent the

combined thinking of over 70 counselors from almost that many districts. These statements grew out of the universal program concerns identified by the group. In all probability, no single participant should support all these statements. The list is not comprehensive nor in rank order, nor would it be necessary for every school to include all these goals/concerns. The list is included merely as a sample or example. Read it, but then *do your processing and development to suit your local setting.*

GOOD LUCK!

AREAS OF CONCERN/GOALS SYNTHESIZED FROM: THE JULY 1978 CONFERENCE

1. The guidance program should include services and activities to enhance emotional development of students.
2. The guidance program should include services and activities to enhance personal development of students.
3. The guidance program should include services and activities to enhance social development of students.
4. The guidance program should include services and activities to enhance educational development of students.
5. The guidance program should include services and activities to aid students in developing skills in setting realistic life goals.
6. The guidance program should include services and activities to promote better relationships among and between students, parents, and educators.
7. The guidance program should include services and activities to aid the student in developing skills in relating to others regardless of differences in race, cultural background, sex, or age.
8. The guidance program should include services and activities to assist the student in gaining self-understanding and in gaining an awareness of his/her own dignity and worth.
9. The guidance program should include services and activities to assist students in developing decision-making skills.
10. The guidance program should include services and activities to assist students in developing values clarification skills.
11. The guidance program should include services and activities to assist the individual student in becoming aware of both his/her strengths and weaknesses relative to the educational domain.
12. The guidance program should include services and activities to assist the individual student in becoming aware of both his/her strengths and weaknesses relative to the career and occupational domain.
13. The guidance program should include services and activities to familiarize students with the world of work and their opportunities therein.
14. The guidance program should include services and activities to assist students in learning skills necessary for job seeking (i.e., in job application, intereviews, resume writing, etc.)
15. The guidance program should include services and activities to assist students in developing adaptive behavior skills that will allow them to make a smooth transition into the adult world.
16. The guidance program should include services and activities to assess student needs, interests, abilities, and aptitudes.
17. The guidance program should include services and activities to increase community awareness of the guidance program and its functions.
18. The guidance program should include services and activities to increase student and school personnel awareness of the guidance program and its functions.

19. The guidance program should be an integral part of the total school program.
20. The guidance program should include services and activities to enable school personnel to work more effectively and productively with students and parents.
21. The guidance program should include a process for adequate and appropriate dissemination of information relative to student needs, interests, abilities, and aptitudes.
22. The guidance program should provide students with a means for adequate access to the full range of community resources.
23. The guidance program should include liason activities between the school and community in providing job placement for students.
24. The guidance program should include an educational/vocational placement plan for each student.
25. The guidance program should include an adequate means for collecting follow-up data on students.
26. The guidance program should include an adequate method for ascertaining the extent to which program goals and objectives are being accomplished.

ASSESSING NEEDS

A needs assessment may include several kinds of information and a variety of assessment techniques. The major factor that influences the type of information to be gathered is the set of goals selected for the program. As the introduction to this section indicated, goals, needs assessment, objectives, activities, and evaluation are a totally interelated, interactive system.

Once goals have been developed clientele needs relative to those goals should be assessed. The goals tell us where we are going. The needs assessment should tell us how far we have to go to get there. Unfortunately, as the use of needs assessments has spread, some districts and departments have tended to shy away from them. One reason for this is that many people visualize the needs assessment process as a very large, time consuming, elaborate, and/or expensive process. Although this can be the case, it does not always have to be. A wide assortment of "ready-made" needs assessment instruments are available for local use. This handbook contains numerous sample assessment instruments that counselors may find useful. Before a guidance staff simply selects an assessment instrument, however, there are numerous concerns that must be resolved.

First and most important among these concerns should be "what information do I need from students, educators, parents and/or community to identify the *present* level of accomplishment or development in the goal areas?" The answer to this question should allow the guidance staff to identify clearly the specific groups from which information should be gathered and precisely what that information should be. Depending upon the goal, information needed, and the group to be addressed the method for data collection might be questionnaire surveys, interviews, observations, attitude measures, achievement tests, sociograms, or any of a number of other techniques.

If the survey technique is used, it is possible to select specific items that meet your information needs from a variety of assessment instruments. One word of caution here: if a selection of items is used, your new instrument should be field tested before the actual data collection occurs. Field testing should include at the minimum having a small group of representative persons check on readability to ascertain that each person who responds to the item can read the item and that there is common understanding about what the item means. It is often helpful to have an outside professional such as a counselor from another school check your items against your goals to be sure that the information you are getting is goal related and sufficiently comprehensive.

Since some of the considerations in assessing needs have to do with time, energy, staff, money, and information collating capabilities, it is helpful to attend carefully to the instrument development process as it relates to program goals. Gathering tremendous amounts of random data on everyone who can hold a pencil can be counter-productive. It is much simpler to collect all the information you need; then quit. Then the whole problem of analyzing data and deciding what comes next in the process is made both precise and concise.

It is important to remember that the needs assessment for a guidance program should be specific to that program's goals, clientele, and local setting. Thus, to get maximum impact the methods, techniques, and instruments used must be situation specific, not just "lifted" from an external source.

SAMPLING

In many school settings there is a high ratio of students to counselors. In such a setting it becomes difficult to collect all information needed from all students. Certainly such things as personal data, educational background and such are needed on each individual. In the case of information relative to personal/social needs, career/vocational needs and such, it is possible to collect information from a representative sample group and project the needs of the whole group. The key word here is "representative."

If a counselor decides for any number of reasons including information collating capabilities to "sample" the total group, it is usually best to select a "random sample." If a listing of the whole group exists, it is a simple task to make a selection of a representative sample using a table of random numbers. (See Appendix A for table.)

The process for sample selection is

1) Number the names on your group list from 1 to whatever.
2) If you have fewer than 100 in the group, use only the last two digits in each column of numbers to identify people.

For example:

50691 Use these numbers for selection. In this case the first person in your sample would be
91653 #91, the next person would be #53, and so forth until you have completed the sample.

If you have 100-1000 people in the total group, use the last three digits in each column for identifying sample members. If you have 1000-10,000 people use the last four digits and so forth.

The number of persons to be included in the sample is a somewhat difficult decision point. There are no set rules for determining exactly how many people from the total group constitute a representative sample. However, there are some practical guidelines for establishing sample size. If the size of the group is 150 or less and there is no logical reason for taking a sample-use all 150. If the size of the group is 150 or less, the data to be collected are extensive, and the data must be manipulated by manual methods-select a fifty (50) percent sample. If the size of the group is more than 150 and less than 300, take a thirty (30) to forty (40) percent sample. If the size of the group is more than 300 and less than 600, take a thirty (30) percent sample. If the size of the group is more than 600 and less than 900, take a twenty (20) percent sample.

The above practical guidelines can be successfully applied in most situations. More specific and technical information regarding sampling can be found in statistical textbooks in common usage.

OTHER CONSIDERATIONS

There are at least two other major questions to be answered. (1) *Who will collect the data?* This must be a local decision. Use the most expedient method and persons (i.e., guidance staff, school staff, or whomever). If you use a group of cata collectors, do be sure to provide adequate information and training relative to the data collection process before implementing it. (2) *How will the information be summarized and analyzed?* Again, this depends on local conditions. If you have computer facilities, by all means work with the computer personnel to set up formats for data collection so they can process the information. Whatever method you use, plan it before the data collection. Virtually insurmountable problems with data analysis can result from lack of prior planning. Remember: if you can't summarize and analyze the data effectively, you can't use it.

WHAT NEXT?

Now you have your program goals and all your needs assessment data ready to go, it's time to plan the specifics of your program based on those goals and needs. In other words, it's time to develop objectives. For sample needs assessment items and instruments see Appendix B.

DEVELOPING OBJECTIVES AND GUIDANCE ACTIVITIES

An objective defines an educational intent in terms of whether the outcome will be student, counselor, and/or program oriented. Clearly defined program objectives are a functional necessity for any counselor. They help define the counselor's relationship with the students and other staff members and constitute the criteria for determining the program. Counselors who state where they are going, how they will get there, and how they will know when they have arrived are presenting evidence that the guidance program is relevant, manageable, and accountable.

An objective must be clear, precise, and written in measurable terms. It must address the following components:

1. WHO WILL BE AFFECTED?
2. WHAT IS TO BE ACCOMPLISHED?
3. ARE THE OUTCOMES MEASURABLE IN TERMS OF DEGREE OF ACHIEVEMENT AND TIME TO BE IMPLEMENTED?
4. ARE THE DESIRED OUTCOMES STATED ALONG WITH AVENUES THROUGH WHICH OUTCOMES WILL BE ACCOMPLISHED?

At the end of this section covering establishing and implementing a local guidance program, you will find illustrative objectives which serve *only* to illustrate the components necessary to achieve the larger goal, which has been established through assessing the needs of your local school. For additional assistance in developing objectives see Benjamin Bloom, et. al., *Handbook on Formative and Summative Evaluation*.

Program activities (including appraisal of students, individual counseling, group counseling, teacher consultation, activity group guidance, parent consultation, career education, etc.) become a means for achieving specified objectives. Determining optional means for achieving objectives is a primary and on-going responsibility of the counseling staff. A part of this responsibility is coordinating and consulting with significant others in making such decision.

CRITERIA FOR SELECTING A GUIDANCE ACTIVITY

1. The guidance activity should be carefully designed to reach a specific priority objective or desired outcome.
2. The guidance activities should permit participants to experience and/or practice the intended outcome or related behavior.
3. The guidance activities should have measurable, observable outcomes.
4. The guidance activities should be based on economic realities, time realities, etc. (cost-effectiveness analysis basis).

PROCEDURES IN IMPLEMENTING AN ACTIVITY

1. Clearly state the intended outcomes to the participants, or jointly determine the outcomes with the participants.
2. Pretest to establish a baseline or use other means to determine the existing conditions.
3. Make available to the participants the information or experience required for attainment of desired outcome.
4. Provide for monitoring of participant performance relative to intended outcome until attained.

STANDARDS WHICH MUST BE BUILT INTO AN ACTIVITY

1. Establish acceptable (post-test or equivalent) level of participant performance on each intended outcome or activity. (See Appendix C to determine significance).
2. Tabulate and analyze the assessment results for each activity to determine the level of performance.
3. Identify potential improvements in the process for each outcome on which participants did not attain an acceptable performance level, and
   a. incorporate additional work on these improvements into the program, or
   b. reevaluate validity of specific outcome statements for students involved.

At the end of this section covering planning and implementing a local guidance program, you will find an illustrative list of activities which merely illustrates procedures counselors may use to reach each objective which has been established as determined by the needs assessment and goals. Section V has an extensive list of possible activities from which you might select activities to meet your program's goals, needs, and objectives.

Obviously you have already been working on certain time lines as you planned, set goals, assessed needs, developed objectives, and established activities. Up to this point, the word "calendar" has not been mentioned. If it has not yet crossed your mind, it's time it did. For your program to be effective and efficient, activities must be scheduled in a practical and manageable way. Most counselors find it helpful to begin by setting up a month by month calendar indicating when major efforts will begin and end. This provides a method to ascertain whether the overall effort to be expended is feasible. Once a decision has been made on this, the specifics of the calendar can be completed. Each activity should be listed in the appropriate time slot on the master calendar along with the name of the person responsible for that activity. That person may be the counselor(s), teachers, administrators, or other persons as needed. Each counselor will then need to make a personal calendar indicating his own responsibilities. Be sure you leave some time available for planning and evaluation as you go through the year and that you build in a capacity to provide time for those unexpected but necessary activities that *will* come up during the year.

(For an example of one possible method of setting up a major effort, time-line calendar, see the "Suggested Schedule of Activities" form on page 184 of this handbook.

EVALUATION

The counseling and guidance program is established to meet specific client needs which are translated into measurable outcome statements. Counseling and guidance programs are described in terms of program goals, counselor goals, and student goals with the related objectives and activities for each goal.

Evaluation must be considered as an integral and continuous process with provisions at any given point in time for providing data for decision making purposes. Data being collected during the evaluation process must be specific to a stated objective. Therefore, evaluation is largely a matter of determining levels of accomplishment for each desired outcome. A variety of methods can be used to generate evaluative data. Published instruments are available and local instruments and other techniques can be created. An important concept to understand in regard to evaluation is that the evaluation process begins at the moment an objective becomes operational and continues through the decision making and assessment cycles (see process flow on page 32). Secondly, evaluation must be characterized by systematic processes; and, finally, for the results of evaluation to have credibility, careful planning must be a functional component in the development of an evaluation design.

It is essential that evaluation be thought of as a non-ending process. As stated, evaluation begins with the writing and implementation of objectives. The evaluation effort continues on through the follow-up process, the decision-making process, and then feeds back into the regenerative system of program development.

USING STANDARDS IN EVALUATION

Evaluation may also be considered the process of determining relative worth. This is usually done by comparing an established standard with something of unknown value. Once this has been done, the adequacy of the question under study can be stated in terms of its relationship to the established standard; i.e., the performance of the students under study is greater than, equal to, or less than the established standard, or better than, equal to, or worse than the norm which has been used for comparison. In any case, however, evaluation cannot begin until appropriate standards have been determined.

Examples:

ESTABLISHED STANDARD	COMPARISON
This year's gain achievement test shows .8 grade placement or 10 raw score points 350 books drawn from library —10 pupil hours in detention room —4 pupils dropping out of school 6.4% pupils responding "yes" to question, "Do you ever visit the museum?"	This year's gain achievement test shows 1.2 grade placement or 16 raw score points 423 books drawn from library —18 pupil hours in detention room —6 pupils dropping out of school 8.7% pupils responding "yes" to question, "Do you ever visit the museum?"

Generally speaking, standards are of two kinds: those that have been established by comparison with other standards, or those that have been arbitrarily derived for local needs. Since the central problem of evaluation is to arrive at the most accurate and worthwhile judgments of value, the importance of choosing proper standards cannot be over-stressed. The best evaluations are possible when they are based on quantative data obtained from objective sources rather than from descriptive judgments obtained directly. The more objective the standard, the more valid can be the evaluation.

The process of evaluation is vitally important to the success of any educational project, and although some highly complex statistical procedures have been developed in the quest for more accurate educational measurement, evaluation need not be though of as a mysterious and unduly complex procedure reserved solely for highly trained specialists. Even when a statistical analysis is not attempted, if those who are involved in the implementation of a guidance program follow the general guidelines in this handbook, take great care that the instruments used for measurement are pertinent to the project activity and to the individual pupils involved, and seek expert assistance when necessary, a reasonable degree of success in evaluation can be expected.

REPRESENTATIVE OUTCOMES AND POSSIBLE METHODS OF EVALUATION

TYPES OF OUTCOMES RELATED TO OBJECTIVES	POSSIBLE METHODS OF EVALUATION
A. Application of knowledge or skills Concept Acquisition Memorization of Facts Problem Solving Skills (number, etc.)	A. Objective Test, Rating Scale, Checklist Observational Techniques
B. Performance	B. Rating Scale, Checklist, Observational Techniques
C. Behavioral	C. Rating Scale, Checklist, Student Recores Observational Techniques
D. Interest	D. Questionnaire, Checklist, Interest Inventory Factual Tests (with context from various interest fields)
E. Attitude	E. Rating Scale, Questionnaire, Checklist, or Objective Test (with factual material that has attitude-loaded responses) Observational Techniques
F. Aspiration Level	F. Open Ended Sentences Simple Objective Test Questionnaire Rating Scale, Interview
G. Adjustment	G. Student Records Rating Scale, Anecdotal Report, Interview, Sociogram Observational Techniques

Source: *New England Educational Assessment Project. A Guide to Assessment and Evaluation Procedures.* Providence, R.I., 1967.

STANDARDIZED TESTS

A Standardized Test is a test that has been given to a specified group of pupils (the norm group) and the results presented in organized fashion (tables of norms) so that a pupil who takes the test may be compared with this group. Types of interpretive scores given on norms tables are grade equivalents, intelligence quotients, mental ages percentile ranks, and stanines. Sometimes raw scores, usually number of items correct, are converted to intermediate scores, such as standard scores, or converted weighted scores (to allow for equating raw scores from different forms of the test) before translation to these interpretative scores. Standardized tests are the most objective devices presently available for measuring factual recognition, certain skills, concepts, understandings, and problem solving, and sometimes interests, attitudes, and personality. They should be used only if found satisfactory for the project and for specific pupils involved on each of the following matters:

1. Face validity analysis: Go over each item (question) of the test to be sure that:
   a. What the pupil actually does in getting the correct answer is the behavior that you want to test.
   b. The distractors (incorrect answers) are plausible to the pupils (or are they out of their range of familiarity?)
   c. All words and symbols or pictures are familiar to the pupils (is there cultural bias?)—unless this is the sort of change you hope to measure.
2. Norm group analysis: Compare background and other descriptive information given by the publisher for the norm group with similar information for your pupils. Probably this information is sparse, but unless the norm group is similar to your group norms may not be appropriate.

One must remember that a needs assessment is an evaluation. For example, if student needs are assessed by the use of standardized achievement tests, the same instruments can be used in the evaluation. The results of such an evaluation would be fed back to the original needs assessment data so that discrepancies can be analyzed for decision making purposes.

Standardized tests administered to students on a regular basis can be utilized effectively in an evaluation. Results of such testing can provide counselors with the basis for generating objectives for inservice activities for teachers and/or administrators, as well as objectives for counseling students.

The selection of local testing instruments to be used in local evaluation should be accomplished by using the guide for test selection published by APGA and the standards for standardized tests as published by APA. In essence, tests selected should have acceptable characteristics of validity and reliability. Just as importantly, tests selected should be based on a logical assessment of the matching of the instructional objectives measured by the test with the instructional objectives actually operational in the local schools.

For specific information on the psychometric characteristics of testing instruments see the publication, *Mental Measurement Yearbook, Tests in Print,* and the technical manuals published by the test authors.

ALABAMA STATE TESTING PROGRAM

Each year the State Department of Education conducts a statewide testing program. The instruments presently in use are the California Achievement Tests, 1977 Form C in grades 1-12 and the California Short Form Test of Academic Aptitude in grades 4, 6, and 8. For the 1979-80 school year it is anticipated that only grades 1 through 6, plus grade 8 will be tested. Test reports are available to each local system. These reports include summary data on overall performance of students in the local district by grade, by school and by individual skill mastery for each student.

The school counselor can use the reports to determine the general strengths and weaknesses of the students in a particular grade in the school. This information, when shared with other professionals in the building, can assist staff in planning a total curriculum around the general needs of the students. The school data, when coupled with individual data, enables the counselor and teachers to plan an individualized program for each student which will best fit his/her strengths and weaknesses.

It is important that each counselor be very familiar with the testing program and the reports generated from it. Often counselors are asked by teachers/administrators to conduct inservice

activities that will assist teachers in understanding and utilizing the data from these standardized tests. It is, therefore, essential that the counselor be able to teach teachers to read and understand the test reports and be capable of working with the teachers to use these reports both as needs assessments for planning instruction and as evaluation tools. Assistance and advice on test interpretation and use can be obtained from personnel in the Division of Instructional Services, Alabama State Department of Education.

LOCALLY-MADE TESTS

Locally-made objective or essay type tests are necessary when standardized tests are inadequate for reasons of content, difficulty, scope, or cultural bias. Common procedures involve listing objectives and expressing them in terms of pupil behavior changes.

The most versatile form with respect to objectivity, type of learning outcome, and discrimination possible is the multiple-choice. Points to watch:

1. An item (question) should test one idea only.
2. Language should be simple, unless complexity of language is an objective.
3. Format should be clear. Responses should be at the end of the sentence, and should be brief. Grammar should be correct for all responses.
4. Possible responses should be homogeneous and should be equally plausible to the pupil.
5. There should be three, four, or five possible responses (choices) according to the grade level.
6. The correct answer should be evenly spread among the choices (a, b, c, d, e) for the entire test.

In essay type tests, most care is needed in the phrasing of the questions and in the objectivity (consistency) of the scoring. Points to watch:

1. Wording should be simple, so that there is greater likelihood that the pupil will answer what is desired as well as in the desired scope and context (answer will not be too brief or vague).
2. Scoring should consist of adding weighted parts for each question: possible points are assigned beforehand for each fact, concept, procedural step, or part-answer, with the numbers of possible points weighted according to importance. Total points for each question and for the entire test can then be treated as numerical scores to be organized and interpreted.

Since test construction is a specialized undertaking, seek assistance from the best authority available.

RATING SCALES

Rating scales may be devised to attempt to measure performance, attitude, interest, character, or personality. A rating scale allows classification along a continuum of either frequency of occurrence (always, usually, occasionally, never) or intensity (strongly agree, mildly agree, undecided, mildly disagree, strongly disagree) of reactions or behaviors. There is also a "person-to-person" (ranking) rating scale method. *In rating scales, the person doing the rating is the measuring instrument: the scale merely systematizes this human measuring.* Some brief pointers on the construction and use of rating scales are:

1. A rating scale should preferably have 5 to 9 equidistant rating points, identified by numbers usually arranged with the highest end or most desirable point the highest number. Ordinarily several scales are used in a cluster, and if clusters are to be summed or averaged this numbering must be consistent for proper weighting of the sum or average. If one scale is deemed less important than others in a cluster, its highest point can be set lower than the others; or, for consistency by the rater, all scales can be the same pointwise, but each would be multiplied by a different weight before the adding or averaging.
2. A scale must rate the same characteristic at all points.
3. Points on a scale should correspond to actual observable differences between pupils to be rated.
4. A scale may be either *descriptive*, with purely descriptive words at the points: (Value judgments are not included.)

Example:

Class participation

1	2	3	4	5
Almost never participates	Participates only with urging	Participates occasionally to about half the time	Participates most of the time	Always participates

or a scale may be *evaluative,* with value judgments implied by the words assigned to each point:

Example:

Class participation

1	2	3	4	5
Unsatisfactory, almost lacking	Poor, needs encouragement	Average	Good, above average	Enthusiastic, completely satisfactory

It is better to separate these two functions (descriptive and evaluative), as in anecdotal reports, so that the user of the results may make his own value judgments from the behaviors described.

5. Two practical arrangements of combining separate descriptive and evaluative scales are:
   a. Beside each descriptive scale insert a simple evaluative scale:

Example:

Class participation

Rate amount of participation below					Rate quality of participation below				
1	2	3	4	5	1	2	3	4	5
Almost never participates	Participates only with urging	Participates occasionally to about half the time	Participates most of the time	Always participates	Unsatisfactory	Barely satisfactory	Average	Above average	Very satisfactory

   b. After a cluster of descriptive scales insert one or two evaluative scales, in summary fashion:

Example:

Classroom behavior

1	2	3	4	5
Hardly ever interested or cooperative	Sometimes interested and cooperative	Average interest and cooperation	Usually interested and cooperative	Always interested and cooperative

Playground behavior

1	2	3	4	5
Either withdrawn or belligerent	Tends toward either withdrawal or anti-social	Average adaptation and participation	Usually dependable cooperative and/or resourceful	Resourceful and/or gets along in or leads wholesome activities

Overall behavior evaluation

1	2	3	4	5
Unsatisfactory, needs attention urgently	Requires improvement	Average	Above average	Very satisfactory

6. With each rating scale include a "familiarity indicator", where the rater can indicate how well qualified he feels he is, considering his own personal bias, degree of acquaintance with the pupil, or opportunity he has had to get an adequate and fair sampling of behavior, to allow satisfactory rating of that particular pupil.

Example:

(Beside each scale if possible; for each pupil at least)

AA Good opportunity for unbiased observation
AB Good opportunity but observation may be biased unduly
BA Fair opportunity for unbiased observation
BB Fair opportunity but observation may be biased unduly
CA Some good unbiased observation, but not enough for unconfirmed conclusions
CB Some good observation, but ENOUGH FOR UNCONFIRMED Conclusions, and probably biased
D Acquaintance or opportunity for observation not sufficient to make rating.
Reasons for bias are: _____

7. Agreement of raters. All (if possible) or a sample of raters should go over each scale together to attempt common interpretation of each point on each scale. This is particularly important if results from several raters are to be averaged in later summaries, or changes in ratings (pretest-posttest) are to be reported. Some raters avoid extremes; others may make hasty decisions or be unduly influenced (biased) by prior information or opinions ("halo effect"). If there is considerable diversity of interpretation of descriptions on a scale, the description may have to be reworded.

CHECKLIST

A checklist is a list of subjects or statements to which only two responses are possible.

1. Possible responses:
   (a) check or don't check
   (b) like or dislike
   (c) agree or disagree
2. Note that intensity of feeling is omitted. If intensity is desirable, expand the checklist into a rating scale.

Examples:

Checklist items: (agree or disagree)

_____1. I think coming to school is fun.

_____2. I seldom lose interest in this class.

_____3. I have learned a lot this year.

_____4. This class has made me a better reader.

Rating scale items:

1	2	3	4	5
Strongly Dislike	Mildly Dislike	Doesn't Matter	Mildly Like	Strongly Like

_____1. Having to go to school in the summer.

_____2. Going to school after regular hours.

_____3. Reading a book at home.

_____4. The way my teacher teaches me.

3. The descriptive checklist: a special type of checklist. The checking is usually done by the teacher, although it may be a pupil report device. Each description that applies is checked. (Examples below.)

Pupil Characteristics	**Program Characteristics**
_____ Cannot unlock words	_____ Needs more visual aids
_____ Speech interferes with reading	_____ Was planned with unclear goals
_____Needs glasses	_____ Needs specialized personnel
_____Has weak phonics background	_____ Lacks effective evaluation

4. Variations in the checklist. Sometimes more than two responses are possible in the nature of frequency-of-occurrence categories.

Example: never seldom often always (responses)

_____ Look forward to coming to school
_____ Feel the teacher is trying to help me
_____ See the use of what I am being taught

QUESTIONNAIRE

The questionnaire is a series of questions, usually of the "yes"-"no" variety, that is filled out by the pupil. Occasionally, numerical answers are requested, such as "How many books did you read last year?" Questionnaires must be carefully worked out, checked, tried out, and revised in order to avoid:

1. Vocabulary that is too difficult or otherwise unfamiliar.
2. Emotional overtones, or emotionally-toned experiences (unless this is what you are trying to measure indirectly). These overtones may distort the factual information you are seeking.

Example:

(Good) Has your teacher been able to help you when you did not understand what you were to do?

(Poor) Would you want to have a teacher who did not divide her attention equally among the whole class?

3. Social stereotypes, or descriptions that the pupil will either choose or avoid because they meet with or conflict with the general approval of society. Avoid topics of sex, religion, and masculinity-femininity on this account. A pupil will rarely report himself/herself as "bad".
4. Other generally "visible" items including those wherein the pupil will likely choose the response he/she thinks the teacher "wants".

Example

I try to do my homework on time every day.

5. Negative statements. Word all statements positively, so that the pupil does not have to review the logic of the statement each time to decide whether his agreement should be recorded "yes" or "no".

ANECDOTAL REPORT

Anecdotal report is the systematic writing down of observations of pupil behavior that cannot be measured or classified by more formal tests, rating scales or other devices. Many samples of the behavior of a pupil are required for adequate assessment of social interaction, character, attitudes, interests, motivation, and aspiration level by this method. Record each observation of a pupil and

your best interpretations of that observation in separate parallel columns. Avoid over-interpretation. The separate columns are both a check on your interpretation (separating "facts" from projections,) and a help to other interpreters in making their own conclusions.

Example:

Date	Setting	Actual Behavior Observed (what he did)	Implications of the Behavior (evaluation)
10/78	Classroom	Johnny was willing to read before the class for the first time.	Johnny feels more sure of himself
10/78	Lunchroom	Mary cleaned up the entire table at which she had been eating, even though some of the debris was not hers.	Mary is beginning to develop some awareness of cooperation
10/78	Schoolyard (recess)	Fred admitted he had been tagged in this morning's game of tag football, even though the score was close and he was tagged so lightly that he easily could have disputed the play.	Fred is showing evidence of fair play.

Source: *New England Educational Assessment Project. A Guide to Assessment and Evaluation Procedures.* Providence, R.I., 1967.

OTHER TECHNIQUES

There are a number of other measurement techniques a counselor may need to use. It is essential that a log of guidance activities be kept because counselors should be able to document in an objective manner the amount of time devoted to specific counselor activities. This log will include a listing of all activities conducted, dates of activities, number of participants by group, and other pertinent information. Sample logs can be found in the Appendix E.

There are a number of guidance objectives that require a simple "head count" to measure whether the objective has been acheived. For instance, if one objective is increased student participation in guidance activities, a count of total student participation and a count of the number of activities each student has participated in will provide the necessary measurement.

Collecting follow-up data on graduates is another record-keeping technique that is important for decision making purposes. Follow-up reports begin with descriptions of each graduating class in terms of their level of achievement, plans after graduation, and perceptions about their school experiences. Levels of achievement can be a simple comparison of the academic progress of the students based on some comparative criterion. Data on plans after graduation can be secured by a short checklist completed by the students a few weeks prior to graduation. Data on perceptions about their school experiences can be secured by administering a questionnaire to students a few weeks prior to graduation.

Follow-up of graduates should continue by advising students prior to their leaving school that their help is needed in providing information that will be helpful in planning to improve education. Remind students that upon their graduation, they are the only link the school has with what is happening in the world as relates to school programs. Solicit their cooperation with the school by completing a short mail-back questionnaire that will be sent to them next year. It would be advisable to check the accuracy of the mailing addresses you have on file. One word of caution regarding follow-up activities: You must demonstrate to graduates through the media or other methods that you are making use of the data, because the response from graduates will be directly proportional to the importance they attach thereto.

Illustrations Of Possible Goals, Objectives,

Activities, And Evaluation

For purposes of illustration, the following format is being used to show how the step-by-step process goes from the stated areas of concerns/goals to the actual writing of objectives, activities, and methods of evaluation. It cannot be stressed too strongly that this is only one method; individual school programs throughout Alabama will differ in the general goals developed in each school system and *must* be based on a local needs assessment.

The general goals selected for this example are:

I Educational Development

II Personal/Social Development

III Career Development

Sample Outline:

Category or Population:
Goal:
Objectives (Sample for Elementary)
Activities:
Evaluation:

Objective: (Sample for Middle School)
Activities:
Evaluation:

Objective: (Sample for High School)
Activities:
Evaluation:

SAMPLE

CATEGORY OR POPULATION: Parents

GOAL: . . . . . to enhance better parent understanding of the educational development of students.

OBJECTIVE: **(Elementary Level)** As a result of the utilization of available guidance services, parents will demonstrate greater understanding of their role in the educational development of students as measured by participation in parent meetings, parent conferences, and parent initiated contacts.

ACTIVITIES:
1. Orientation programs for parents, particularly K-1.
2. Reading materials for parents on such topics as: developing good study habits, developing a home environment that encourages educational development, developing of positive attitude toward school, etc.
3. P.T.A. programs related to educational development.
4. Small group meetings with parents.
5. Guidance Newsletter to all parents.
6. Individual parent and parent/student conferences.
7. Personal letter to parents of all new students.

EVALUATION: Records should indicate number of parent initiated contacts, participation in parent meetings, and parent conferences. Records should include information on topics discussed, problems indicated, possible solutions, commitments made, etc.

OBJECTIVE: **(Middle School/Junior High School Level)** All parents, who receive individual test interpretations, will be able to demonstrate an understanding of how test scores relate to educational planning.

ACTIVITIES: 1. Individual conferences with parents concerning all achievement tests given.

2. Discuss with the parents how student performed and compared with earlier results of similar testing.
3. Go over with parents the meaning of words like percentile rank, stanine and other terms pertinent to testing.
4. Compare the student's test scores with his/her educational program (current placement).

EVALUATION: Send to a sample of parents a questionnaire to determine effectiveness of conference.

OBJECTIVE: **(High School)** All parents, who receive individual interpretation of aptitude, interest survey, achievement, and/or individual tests, will demonstrate an understanding of how test scores relate to future educational planning.

ACTIVITIES:
1. Copies of test results will be given to students to share with parents.
2. Aptitude, interest survey, and achievement test results will be interpreted to students and parents in conferences and small groups.
3. Individual conferences may be arranged with parents and students to discuss resluts of individual tests which may result in placement in a program for any exceptionality (i.e. gifted, learning disabilities, etc).
4. Guidance Newsletter will provide additional information on all testing programs.

EVALUATION:
1. Counselor should encourage parent and student comments.
2. Questionnaire to participating parents.

SAMPLE

CATEGORY OR POPULATION: Students

GOAL: . . . . . to enhance personal/social development of students.

OBJECTIVE: **(Elementary Level)** As a result of meeting with each class to discuss counselor's role and the guidance program, students will make more appointments to discuss their personal, social, and emotional concerns with the counselor.

ACTIVITIES:
1. Hold conference with principal and teachers to discuss objective.
2. Meet with each class to discuss counselor's role and the guidance program.
3. Make other classroom contacts in order to make the students more aware of the counselor.
4. Conduct small and large group sessions in which personal, social and emotional concerns are discussed.
5. Work out process with teachers/administrators that will allow students to set up appointments and meet with counselor.
6. Have student-initiated individual counseling sessions.
7. Provide time prior to and after school to meet with students.

EVALUATION:
1. At the end of the year, compare the number of child-initiated conferences on personal/social concerns this year to last year.
2. Keep a record of conference topics for each year.

OBJECTIVE: **(Middle School/Junior High School)** All students who have participated in at least three (3) group counseling sessions for effective decision making will be able to:
1. list at least two types of decisions.
2. list three steps used in the decision-making process.

ACTIVITIES:
1. Group guidance sessions with appropriate activities designed to clarify the decision-making process (See Decisions and Outcomes, C.E.E.B., 1973).

EVALUATION:
1. Have students discuss the decision-making process to determine what they have learned.
2. Have students list three steps used in decision making.
3. Have students list two types of decisons.

OBJECTIVE: **(High School)** At the end of the sophomore year, students will show personal growth as indicated by a positive increase in their self-confidence as evidenced by a pre and post self-reporting instrument.

ACTIVITIES:
1. Pretest students on self-confidence.
2. Conduct guided tours for incoming students during open house just prior to the formal opening of school.
3. Host a get-to-know-you reception for all new students.
4. Hold a club fair to introduce new students to possible clubs which are active in school.
5. Encourage all club sponsors to hold informal meetings before school for 15 minutes to explain club or activity to students.
6. Conduct small group sessions in self-assertion for students who have been referred by teachers because of their being extremely reticent in class.
7. Post test students on self-confidence.

EVALUATION: Pre/post test scores will be compared to determine individual and group growth in self-confidence.

GOAL: CAREER AWARENESS . . . . . to enhance career awareness and career development in students.

OBJECTIVE: **(Elementary Level)** As a result of participating in a career awareness orientation program in eight weekly meetings with the counselor, 75% of the fifty grade students participating will be able to identify at least 8 of 10 job family clusters and select a job which relates to each cluster.

ACTIVITIES:
1. Show filmstrip on job family clusters.
2. Visit workers "on the job".
3. Invite parent-workers to speak to the class.
4. Art work: student-made posters on job family clusters relating "on the job" visits and parent-speakers' jobs to the clusters.
5. Use Career Work kit.
6. Work with librarian in helping students explore careers and relating them to the job family clusters.

EVALUATION: On an end of program survey, 75% of the students participating will be able to identify 8 of 10 job family clusters and will select a job which relates to each cluster.

S A M P L E

CATEGORY OR POPULATION: Students

GOAL: . . . . . to enhance the career development of students.

OBJECTIVE: **(Elementary Level)** At the end of the year, first graders will be able to name six different jobs adults hold.

ACTIVITIES:
1. Learning center materials are displayed and used during the year on at least 10 different vocations which first graders can relate to, such as, teachers, firemen, police, bus drivers, postmen, nurses, doctors, truck drivers, television announcers, zoo keepers, milkmen, bread route men, grocerystore workers, and druggists.

   Materials used: Filmstrips
   Homemade story strips
   Field trips by class and with parents
   Personal appearances to the school
   Word lists
   Story time

EVALUATION: At the end of the year, first graders will be able to name six different jobs that some adults hold and tell something about each.

OBJECTIVE: **(Middle School/Junior High School)** All seventh grade students will increase their career awareness by investigating three different vocations which use, to a large extent, each subject that each student is presently enrolled in.

ACTIVITIES:
1. Classroom speakers
2. Subject-related SRA career materials
3. Conduct interviews
4. Write national associations for career-related information
5. Write one short paper in each class of the results of the exploration

EVALUATION: At the end of the year each seventh grade student will have written one short paper for each subject teacher, in which each student discussed at least three jobs dependent on each particular subject.

OBJECTIVE: **(High School)** At the end of the eleventh grade, each junior will know the do's and don'ts of a personal interview.

ACTIVITIES:
1. Ask successful business people to the classroom, club, or assembly (whichever is most workable for you) to discuss the personal interview and job seeking do's and don'ts.
2. Conduct sessions for role playing interviews and give students the opportunity to actually be interviewed and to interview others (faculty members, administrators, school secretaries, and lunchroom supervisor may be utilized effectively.
3. Show filmstrip on the personal interview and ask students to write a short paper on what was learned.

EVALUATION: At the end of the junior year, juniors will know the do's and don'ts of a personal job interview as evidenced by demonstration or by written paper.

GUIDANCE TECHNIQUES AND ACTIVITIES

INDIVIDUAL COUNSELING

The purpose of all counseling is to help students change. The counselor tries to bring about this change in such a manner that the student is able to maintain the change after counseling and to understand the process of change well enough to handle future problems on his own.

Where there are overt, immediate problems of adjustment, individual counseling is often indicated. Such counseling is effective in dealing with student relationships with teachers, with parents, or with other students, and with study difficulties, or behavioral difficulties.

Whatever the problem, "talking" is usually not enough. Individual counseling demands a planned course of action based on the counselor's orientation to personality theory and guidance techniques.

These techniques, however, are only means to an end. The effective counselor needs intelligence, empathy, and insight to apply these techniques to the guidance of young people.

PERSONAL QUALITIES OF COUNSELORS

The personal qualities of the counselors are among the most important determiners of the excellence of a school's guidance program. The characteristics needed for successful counseling of individuals include:

1. An intelligent view of the philosophy of individual guidance and the relation of guidance to a broad educational program.
2. A genuine interest in, liking for, and faith in people.
3. Ability and willingness to know and understand individuals before attempting to guide them.
4. A sincere and businesslike attitude, tempered by a sense of humor.
5. An easy and cordial manner in meeting and talking with people.
6. Ability to approach the main problem in a discussion without abruptness but without vacillation.
7. Ability to control the interview and still be empathetic.
8. Skill in asking the right questions at the right time and in keeping silent at the right places during an interview.
9. Awareness of one's own strengths and limitations as a counselor, combined with a willingness to undertake what one is competent to do, and to admit inability to provide treatment for certain individuals or certain kinds of difficulty.
10. Sufficient knowledge of various theories of personality to understand what different kinds of overt behavior may mean in terms of adjustment.

INTERVIEWING TECHNIQUES

Information gained by interviewing is vital in the counseling process. Frequently, the problem can be resolved as a result of such information gathering and the subsequent planning of a definite course of action.

The following are among the more important suggestions that the counselor may keep in mind in learning interview techniques:

Form the habit of preparing carefully for each regularly scheduled interview. Go over the counselee's cumulative record with care beforehand. Pay particular attention to evidences of growth. However, do not let the habit of careful preparation interfere with the need to see counselees immediately when they bring pressing problems for discussion.

Begin the interview on a friendly and informal note, but maintain a businesslike atmosphere and get on with the main purpose of the interview without loss of time.

Encourage the counselee to do most of the talking. If the counselee expresses himself fully, the counselor's opportunity to learn about him and his problems is increased, and often the counselee begins to achieve insight through self-expression. At the same time, the counselor should not hesitate to enter into the interview where he can contribute to the counselee's thinking and where entry seems necessary to bring the discussion back on the main track.

Take a permissive and understanding attitude but maintain an objective point of view. Help the counselee to understand and to keep clearly in mind that he himself has the main responsibility for the solution of his problem.

Toward the end of the interview, summarize the discussion and help the counselee identify the essentials of his problem and plan a course of action. This planning should be a cooperative procedure between the counselor and the counselee.

End the interview on as constructive a note as circumstances permit. Either schedule a follow-up interview or leave the door open for future counseling interviews at the discretion of the counselee.

GROUP TECHNIQUES AND ACTIVITIES

INTRODUCTION

Dr. George McKinley is credited with the following analogy. If we condense the two billion years during which there has been life on earth to one calendar year, the events of the Aeons unroll in a more comprehensible fashion. On January 1 there was a single-cell form of life; on July 1 invertebrate animals made their appearance; in August and September huge reptiles roamed the earth, and by October 1 they were gone; early in October mammals evolved; by December 25 they were walking ape men; six or seven minutes before midnight on December 31 primitive man made his appearance; twenty-five seconds before midnight on December 31 men began living together in groups for the first time.

The youthfulness of our opportunity to learn how individuals in groups interact with each other is readily apparent. We can see this on a large scale in wars and clashes of the nations. We also view this truth on a small scale in marriage conflicts. Less apparent to observers is the great reduction of human efficiency in small group settings because of friction, lack of direction, and diffusiveness of efforts. Perhaps this section will help all of us increase efficiency in our dealings with groups.

THE GROUP

The assumption that group interaction is a spontaneous exchange of ideas unrelated to the individual's social, religious, educational and family backgrounds yields only a superficial, partial understanding. In reality, the complexity of group structure and performance necessitates an overall view and understanding of groups in terms of definition, foundation, types and levels, group patterns, and values.

The concept of the group is so complex that a single definition will not give proper emphasis to all the dynamic interrelationships which constitute it. There are, however, certain common elements. There must be interaction and modification at some level as the result of participation in the relationship, and this interaction will be enhanced if the same problem is exhibited by members of the group, and if some of the needs of the group members are satisfied by participation in the group.

The strength of any school guidance program lies in the degree to which it is an integral part of the total school program. So it is with group procedures.

Teamwork between faculty, counselors and administration is absolutely necessary if group counseling activities are to be truly relevant and effective. Such teamwork not only increases help to students but it can also be of service to teachers themselves. Participation in group activities can help faculty members work with students in such areas as study skills, improving class participation, respect for others, career development, decision-making, understanding and getting along with others, interpretation of test scores, teacher-pupil relationships, and interests and problems of adolescence. Subject areas such as language arts and social studies offer prime examples and points for discussion of most aspect of personal-social development and should serve as both stimuli and focal points for effective group interaction.

CHARACTERISTICS OF CHILDREN DURING EARLY CHILDHOOD

Ages 5, 6, and 7

PHYSICAL

Growth is slower and more stable than in preschool years.

Girls may mature one to two years earlier than boys.

There is continued development of motor skills. Development of the large muscles of the arms and legs is characteristic.

The eyes are not ready for much close work even at age seven.

Eye-hand coordination begins to show improvement.

Immunity to childhood diseases is low.

SOCIAL

Highly individualistic attitudes prevail.

Playing "next to" classmates gradually develops into playing "with" the group.

Children are sensitive to adult and classmate opinion by age seven.

A growing ability in self-valuation may be noted.

A gradual growth toward independence is seen, but there may be a fluctuation between apparent self-sufficiency and dependence.

A child's sense of humor may appear silly to the adult.

There is a beginning awareness of fair play.

Boy and girl interests begin to differ.

LEARNING

The child will tire easily during this period of noisy, vigorous activity.

Because of a short attention span, long periods of required concentration will result in restlessness.

There is an increased interest in activities requiring motor skills.

GUIDANCE SUGGESTIONS FOR TEACHERS

Active, vigorous games as well as simple group work and play are essential for this age group. Dramatic and rhythmic activities are important.

Short work periods combined with a frequent change of pace are necessary.

Ample provision must be made for quiet, relaxing activities and rest periods at school. Cooperative planning with parents will help provide the child with the necessary home rest.

The child can help with housekeeping chores, assume monitor duties, and help to plan and evaluate his own work. Cooperative planning with the home will help encourage independence while permitting the child to fluctuate between self-sufficiency and extreme dependence upon adults.

The teacher should plan the daily program in accord with children's need for routine.

Source: Cavanaugh, Gerald P., *Guidance in the Denver Elementary Schools,* Denver Public Schools, Denver, Colorado, 1960, pp. 25-26.

ORGANIZATION OF GROUPS

Needs of the students determine the organization of students into groups for the purpose of guidance and counseling. Consideration must be given to the flexibility of the master schedule, and the cooperation of teachers and administrators in the individual schools.

The needs of the students will be those identified by the students themselves, their teachers, and/or parents. Once the needs are defined, groups can be established according to commonality, sex, age, grade, level, classes, or interest areas. It is always essential to remember that the developmental stages of pre-and early adolescents may vary considerably and that groups should be organized accordingly.

Source: "C.A.C.T.U.S.", Arizona Department of Education, 1976.

IMPROVEMENT THROUGH USE OF PROPER GROUP COUNSELING

1. Learn to understand a variety of other people as people, that is, what makes them what they are and why they behave as they do.
2. Learn to respect those individuals and groups who may for one reason or another differ from each other.
3. Learn to express oneself with clarity and relate this improved ability to communicating with other people.
4. Learn to share one's beliefs and problems with other people, a means whereby a sense of "belonging" becomes "actualized."

5. Learn to overcome one's inhibitions through mutual discussions and thus grow in confidence and self-reliance.
6. Learn to understand and emphasize with other peoples' problems through exchange of confidence and criticisms.
7. Gain support and encouragement from one's peers, which is often of greater value to the student, for example, than the support and encouragement offered by an adult.
8. Have more time (through group conseling) with the counselor whose expertise can be applied to a broader range of people and problems.
9. Acquire the ability to share in the counseling process as an equal and thereby understand when to become involved and when to withdraw.

Source: Mahler, C. A., *Group Counseling in the Schools.* Boston: Houghton Mifflin, 1969, p. 11.

COMPOSITION OF GROUPS

The composition of the group is particularly important in small group counseling. Gazda stresses the following considerations in the formation of groups for small group counseling/guidance.

1. Pre-and early adolescents often feel more comfortable with members of their own sex; therefore, some small groups should be composed of students of the same sex.
2. Students who exhibit the desired acceptable behavior should be included in the group to serve as models for the others.
3. Students who are undergoing a crisis in their lives generally are not good candidates for a group and should receive individual attention.
4. Students should be interviewed prior to placement in the group and oriented to group procedures.
5. The age differential in group members generally should not exceed two years.
6. The social and intellectual ages of prospective group members should be considered in the formation of the group.
7. Usually members of the same family and close friends should not be in the same group.

Source: Gazda, George M., *Group Counseling,* Boston: Allyn and Bacon, Inc., 1972, p. 110.

PRINCIPLES INVOLVED IN GROUP GUIDANCE

The following improvements can be seen if proper group guidance is provided:
1. Group guidance is effective only after the objectives of the group have been clearly stated and well defined.
2. Group guidance serves as a supplement to, not as a substitute for, individual counseling.
3. Group guidance best serves students of similar age levels and with similar problems.
4. Group guidance is best carried out by individuals who have been professionally trained to undertake such responsibilities. This training can be in the form of academic training oriented toward professional guidance status or it can be carried out in the form of extensive in-service training oriented toward a group guidance point of view.
5. Group guidance is performed in groups which vary in size depending on the nature of the problem and the stated objectives of the group.

Source: Gutsch, Kenneth U. and Alcorn, John D., *Guidance in Action: Ideas and Innovations for School Counselors,* West Nyack, N. Y.: Parker Publishing Co., Inc., 1970, p. 86.

GROUND RULES FOR GROUPS

In order to protect each group member's right to participate, it is important that ground rules for permissible behavior be established at the beginning of the sessions. According to the purpose of the group, the group leader and the members of the group (if appropriate) will probably want to determine some specific rules suitable for their particular group. However, some general rules which might be established include the following:

1. The purpose of the group is constructive; therefore, courtesy to others will prevail. Each member will have a chance to speak and participate and to be heard.
2. Members of the group will try to be open and honest with each other.
3. Members who choose to maintain membership in the group will cooperate with group decisions and "homework" assignments.
4. Members will make an effort to participate in all group sessions and to be on time.
5. Members will hold confidential whatever is discussed by other members of the group.

Source: "C.A.C.T.U.S.", Arizona Department of Education, 1976.

FOUNDATIONS OF THE GROUP

The interaction which is the basis of the group arises out of the beliefs of the members, individually and as a whole. These beliefs are the result of the communal, religious, and historical experience of individuals. Even more specifically, experiences in the home or primary group are influential in building the beliefs which are the foundations of the group structure.

Ideas, attitudes, and behaviors in today's primary group differ significantly from those of less than fifty years ago. They are different because "times have changed." Research and study in the major disciplines have greatly improved and have increased our understanding of man and his society. These insights, which have been refined, described, and applied to the life of man, are the foundations of our group relationships.

The beliefs held by group members and implicit in group functioning are those which concern man, society, and personal development.

Source: Kemp, C. Gratton, *Perspectives on the Group Process,* Houghton Mifflin Company; Boston, 1964, p. 29.

VALUES OF THE GROUP

For groups to attain their maximum usefulness, not only in planning and problem-solving but also in making possible the development of increasing inner psychological and spiritual health, there must be a balance between the attention given to needs and aims within the individual and those within the group.

Although certain group patterns may be more conducive than others to working out of these objectives, much will depend on the quality of the leadership and the creative potentialities of the members.

Groups are not a panacea. They can foster regression as well as creative development.

Source: Kemp, C. Gratton, *Perspectives on the Group Process,* Houghton Mifflin Company: Boston, 1964, p. 67.

TECHNIQUES

Facilitating group interaction can be done by the many techniques that are available to the group leader. Some of the techniques are as follows:

1. Role-playing—an unrehearsed acting out of a situation, conflict, or problem between two or more individuals.

2. Simulations—activities which represent reality.
3. Group discussions—a free flow of information, ideas, and attitudes from all members of the group, usually with the coordination of a group leader and usually directed toward a specific topic.
4. Panel discussion—an activity in which selected group members collect information and prepare a discussion of a topic of concern to the group as a whole.
5. Games—board games and play situations in which students follow certain rules.
6. Forum—a session at which questions are directed by group members to either a panel or a leader.
7. Self-appraisal activities—inventories, self-concept scales, autobiographies, pictures, personal coat-of-arms which help the individual focus on self-understanding, personal interests, values, and attitude.
8. Committee work—small group work within the larger group project concerned with some facet of the larger group.
9. Activity groups—informal activities such as crafts, sports, and hobby groups which provide opportunities for less structured and perhaps more spontaneous interaction.
10. Debates—two major opposing views of a topic developed and presented by group members.
11. Buzz sessions—informal discussions of any topic that comes by spontaneous reaction, usually without a group leader.
12. Brainstorming—a concentrated group focus on possible solutions to a problem posed by the group leader.
13. AV activities—activities built around the use of films, filmstrips, TV programs, records, pamphlets, and books to stimulate group interaction.
14. Creative performances—skits, playlets, puppet shows, TV programs, radio programs, and records which are made up and acted by group members and which focus on specific topics, concerns, or interests, usually in conjunction with some subject area.
15. Interviews—a process by which other persons, usually group members, are questioned in regard to a specific topic.
16. Social Modeling—can be used to help clients (a) learn new responses, (b) engage in previously inhibited responses, and (c) eliminate or reduce inappropriate responses. This is a "show how to" not a "tell how to" technique.

Source: Nesbitt, W. A., "Simulation Games for Social Studies Classroom," Vol. 1, *New Dimensions*, New York: Foreign Policy Association, 1968, p. 4.

PEER COUNSELING

One of the most effective products of group techniques is peer counseling that results from natural group interaction. For most participants, the knowledge that others of their age level share similar problems is within itself reassuring. Additionally, the positions of the peer leaders who emerge within the group will affect others in a positive manner.

GROUP CLOSURE

Sufficient time should be allowed for appropriate closure of the group session. Members should not be left dangling in the midst of an activity or heightened response. It is necessary for the group leader to provide correlation between the goal of the group and the experiences provided; carry-over and application of the experiences should be indicated. Continuing groups will require a different kind of closure than will those which are concluding or meeting only the one time.

Source: *"C.A.C.T.U.S."*, Arizona Department of Education, 1976.

EVALUATION

An extremely important part of the group procedure is that of evaluation. Two kinds of evaluation are necessary: one during the group process and one which follows the group process.

During the group process each member tries to understand the individual behavior within the group in order to change the direction of the group if so warrented. This should be done earlier enough to change the direction of the group if a member feels its necessary. Only when the group secures enough information about itself does it have a firm foundation on which to change direction and improve the efficiency of the group.

Evaluation following the group process is essential to see if the group goals were realized and to further enhance the productivity of future groups.

Vehicles used for evaluation purposes can be scales, surveys, checksheets, discussions, inventories, etc. Several suggested procedures follow:

1. Behavioral objectives may be utilized by the counselor. The objectives may articulate certain basic ideas inherent in the material used in the study group which the counselor will want to check out at the end. Does each group member know what natural and logical consequences are? (Dreikurs). Can each person define "reflection" or an "I message?" (Gordon). In addition, the counselor may want each person to describe one real or potential interpersonal situation where each of the major ideas can be applied.
2. An adaptation of the above is for each participant to set up one or several objectives for himself at the first session. Group appreaches seem to be utilizing the idea of participant "contracts" more than ever, where each person sets his/her own goals and then indicates when and how he/she was achieved his/her goals. The contract should be in writing and available to the person at the end of the group experience. The counselor needs to be aware of the goals and prepared to help each person achieve whatever goal(s) he/she has set. This may be adapted to include a goal for each session.
3. A check list based on the content of group activities may be prepared allowing each person several choices such as "greatly improved," "somewhat improved," "unchanged."
4. An open-ended statment, such as "Ways in which the group experience has been helpful to me," may provide flexibility and the opportunity for group members to become somewhat more introspective and personal in terms of their own growth. This may be a useful exercise to be used in conjunction with the more "objective" means of evaluation.

Source: "C.A.C.T.U.S.", Arizona Department of Education, 1976.

EXAMPLES OF EVALUATION FOR GROUPS

"GROUP CLIMATE" EVALUATION

Goal:

To consider group dynamics presently occurring.

Level:

High School.

Group Size:

Small to classroom.

Materials Needed:

Copies of the following:

5 They can *always* be counted on to behave this way.
4 *Typically,* I would expect them to behave this way.
3 I would *usually* expect them to behave this way.
2 They would *seldom* behave this way.
1 They would *rarely* behave this way.
0 I would *never* expect them to behave this way.

Process:

Think about how your fellow group members normally behave toward you. In the parentheses in front of the items below, place the number corresponding to your perceptions of the group as a whole, using the scale as indicated.

I would expect my fellow group members to: 60

(1) _____ level with me.
(2) _____ get the drift of what I am trying to say.
(3) _____ interrupt or ignore my comments.
(4) _____ accept me for what I am.
(5) _____ feel free to let me know when I "bug" them.
(6) _____ misconstrue things I say or do.
(7) _____ be interested in me.
(8) _____ provide an atmosphere where I can be myself.
(9) _____ keep things to themselves to spare my feelings.
(10) _____ perceive what kind of person I really am.
(11) _____ include me in what's going on.
(12) _____ act "judgmental" with me.
(13) _____ be completely frank with me.
(14) _____ recognize readily when something is bothering me.
(15) _____ respect me as a person, apart from my skills or status.
(16) _____ ridicule me or disapprove if I show my peculiarities.

( ) Genuineness—total
( ) Valuing—total
( ) Understanding—total
( ) Acceptance—total

"OUR EFFECTIVENESS AS A GROUP" EVALUATION

SCALE 1 (low) 2 3 4 5 6 7 8 9 (high) SCALE

_____ How free have the members felt to state their real opinions?

_____ What has been the ability of the group to define what it chose to discuss?

_____ How free have I felt to state my real opinions?

_____ To what extent have members accepted the responsibility for the outcome of the meeting?

_____ How productive have members thought the group was?

_____ How positive do members feel toward the work of this group this session?

_____ How well do I know myself?

_____ How well do others really know me?

_____ How free do I feel in having others of the group express their feelings about me?

_____ How well has this learning experience been going?

Discussion:

How do you feel about this session?

It was as successful as most such meetings.
It was better than most such meetings.
It was less successful than most such meetings.
It was one of the best I ever attended.
It was one of the poorest I ever attended.

How do you feel toward the other members of the group?

I am not sure how I feel about the others.
They did not seem to be interested in what I had to say, but most of them seem to accept me as a person.
They did not seem to be interested in what I had to say, and most of them did not seem to accept me as a person.
They were interested in what I had to say, and most of them accepted me as a person.
They were interested in what I had to say, but most of them did not seem to accept me as a person.

If none of the above apply, write your reation to the others here. _____

_____

_____

Source: "C.A.C.T.U.S.", Arizona Department of Education, 1976.

GROUP EXPERIENCE CHECKLIST

Check the response which best shows what you think about the group experience(s) you have been in

1. I think the group was:
   Fun _____ O.K. _____ Boring _____
2. The session I liked best was:
   _____ a. Boys and Girls Together
   _____ b. Understanding and Getting Along with Others
   _____ c. Decision-Making Is a Skill
   _____ d. My Responsibility for Me
   _____ e. Me as a Teenager
3. The session I liked the least was:
   _____ a. Boys and Girls Together
   _____ b. Understanding and Getting Along with Others
   _____ c. Decision-Making Is a Skill
   _____ d. My Responsibility for Me
   _____ e. Me as a Teenager
4. I learned (check as many as you want):
   _____ a. Nothing about myself
   _____ b. A great deal about myself
   _____ c. Something about myself
   _____ d. How to get along better with others
   _____ e. How to make decisions more wisely
   _____ f. Other _____
5. I felt the group:
   _____ a. Was friendly
   _____ b. Did not like me
   _____ c. Understood me
   _____ d. Did not give me a chance to say anything
   _____ e. Spent too much time on unimportant things
   _____ f. Ignored me
6. I would like to be in another group
   Yes _____ No _____
7. If I am in another group, I hope it will discuss _____
   _____
8. The thing I liked best about being in a group was _____
   _____
9. I think the group sessions could be improved by _____
   _____

Source: *Guidelines and Counseling in the Middle/Junior High School,* Kentucky State Department of Education, 1976.

GROUP STRUCTURE

Some activities are better suited for large groups, some for small. Below are some group structures with advantages and disadvantage.

1. Dyads, Triads (pairs, threesome)
Advantage: A one-to-one relationship is usually much less threatening than speaking or acting out in a large group. A much larger interpersonal involvement is present in a dyad situation. In triads, one person usually acts as an observer while the other two engage in the exercise.
Disadvantage: Participants become involved with only a few people.

2. Small groups
Advantage: Small groups enable each person to participate and receive responses from others.
Disadvantage: The leader has little direct control over a small group.

3. Inner Circle-Outer Circle
Advantage: Effective in teaching listening and responding skills. The leader has control over the group and the opportunity to model appropriate behavior when he or she is in the inner circle.
Disadvantage: No control over the group when the leader is in the outer circle.

4. Large Group (20 or more)
Advantage: A non-threatening group structure in which group members can participate or not participate, according to their own needs and desires. A participant has the opportunity to listen to a variety of views from many different people, and the opportunity to respond to them.
Disadvantage: some members of the group may not get an opportunity to participate.

TIPS FOR LEADERS OF GROUPS

A leader can further the goals of group guidance by remembering and using some of the following hints.

1. *Body language*—Group members will give clues to you through eye contact, learning forward, etc. that they wish to speak. Be responsive to this need.
2. Be specific—In clarifying what a group member is trying to say, ask direct and specific questions.
3. *Silence*—Remember silence is golden . . . at certain times. Allow time for group members to think.
4. Respond non-verbally—Be open, smile, use friendly gestures, use your body language in an accepting way to each group member.
5. Language—Use non-threatening questions, remarks.
6. Use open-ended questions—"Would you like to expand on that?"—instead of asking a direct question that can be answered yes or no.
7. Feeling is the key word—Encourage group members to express feelings, not just words.
8. Address each other—Have group members to address each other (by name if possible) and not speak to the group as a whole.
9. Confidentiality—Make sure each group member is assured that all group discussions are and will remain confidential.
10. Serve as a model—A good leader will always be a good model.
11. Go from experience to feeling—"after that happened, what did you feel?"
12. Accept all group members—Do not label any one or any feeling as good or bad.
13. Know your group members. Call them by name.
14. Give positive reinforcement.
15. Use *praise* lavishly—especially in listening skills.
16. *Encourage* all group members to interact and react to each other.
17. Beware of becoming the spokesman for the group.
18. Do not permit group members to address all remarks to you. Refer *remarks to other members.* Example: "Betty, would you respond to the question posed by Sue?"
19. Do not make *value judgements.*
20. Don't interrupt a group member's momentum by asking a lot of questions.
21. After the momentum has slowed, and after several views have been expressed, ask for a *review.* Either ask someone to summarize, or do the summation yourself.
22. When a group member digresses from the topic, *re-introduce* the topic by calling for a review up to the present time.
23. *Every group member should be involved.* Let all group members know that you welcome his/her contribution.
24. *Encourage reticent members* to respond to other members of the group.

25. *Don't overdo* any part of a topic.
26. *Ask for responses* from group members.
27. *Encourage individual responses group* participants to speak for themselves.
28. Encourage group evaluation as the group progresses.
29. *Listen!*
30. *Help group to summarize* during the ongoing process.

EVALUATION OF A GROUP LEADER

The way the members of a group view a leader is important in reaching the goals set by a group. It is also very important for a leader to know if he/she is being effective in helping the group achieve the desired end.

The following technique can be used for feedback from the group.

HOW DO YOU SEE YOUR LEADER?

I, as your leader, am trying to improve my leading skills.
For each set of words mark the space that best describes how you see me as your group leader.

Example:
Organized ____ ____ ____ ____ Unorganized

An "X" in the second blank means I am more organized than not but not completely organized.

Clean	____	____	____	____	Unclear
Concerned	____	____	____	____	Unconcerned
Fair	____	____	____	____	Unfair
Flexible	____	____	____	____	Rigid
Focused	____	____	____	____	Wandering
Helpful	____	____	____	____	Uncooperative
Narrow-minded	____	____	____	____	Open-minded
Organized	____	____	____	____	Unorganized
Prejudiced	____	____	____	____	Unprejudiced
Prepared	____	____	____	____	Unprepared
Reasonable	____	____	____	____	Unreasonable
Relaxed	____	____	____	____	Nervous
Self controlled	____	____	____	____	Emotional
Warm	____	____	____	____	Indifferent

Source: Treat, Carol Lou, and Bormaster, Jeff, *TLC II, Talking: Listening: Communicating II,* 8807 Merion Circle, Austin, Texas 78754.

GROUP LEADER SELF EVALUATION

I. Evaluate yourself — Group Leader!

A. How do I rate myself as a group leader?

_____

_____

_____

B. How do I like to be led in a group?

C. What variables do I consider important in the definition of "leader?"

D. What is my definition of a leader?

E. Do I fit my definition of a leader? If not, why?

STUDENT FEEDBACK AND EVALUATION FORM

SENIOR HIGH INVENTORY

IDENTIFIER CODE INFORMATION—STUDENTS

1.
2.
3.
4.

(On your answer sheet, enter the appropriate system and school code numbers as given by the survey leader)

5. **Respondent**: Since you are a student, *circle* the number four in question number five. This information will simply indicate that you are a student.

6. **Current Grade**: In the space provided for question number six, *circle* the number that indicates your grade this year.

Eighth Grade	= 1	Eleventh Grade	= 4
Ninth Grade	= 2	Twelfth Grade	= 5
Tenth Grade	= 3		

7. **Race**: In the space provided for question seven, *circle* the number that indicates what your race is.

Caucasian	= 1	American Indian	= 4
Negroid	= 2	Spanish American	= 5
Oriental	= 3		

Sex: In the space provided for question eight, *circle* the number that indicates your sex.

Male	= 1	Female	= 2

9. In the space provided for question nine, *circle* the number that indicates which class this is.

English	= 1	Foreign Language	= 5

Social Studies	= 2	Physical Education	= 6
Science	= 3	Music	= 7
Math	= 4	Other	= 8

10. In the space provided for question ten, *circle* the number that indicates your position in the family.

Oldest child	= 1	Middle child	= 3
Youngest child	= 2	Only child	= 4

SENIOR HIGH INVENTORY

IDENTIFIER CODE INFORMATION: STUDENTS

1.	1	2	3	4	5			
2.	1	2	3	4	5			
3.	1	2	3	4	5			
4.	1	2	3	4	5			
5.	1	2	3	4	5			
6.	1	2	3	4	5			
7.	1	2	3	4	5			
8.	1	2						
9.	1	2	3	4	5	6	7	8
10.	1	2	3	4				

Directions:

We would like to discover the extent to which you are familiar with the guidance services offered in your school. This information will be useful in improving guidance services to students. Will you please respond as frankly and honestly as you are able? **DO NOT PLACE YOUR NAME ON THIS INVENTORY.** *Circle* "1" if your response is yes and *circle* "2" in the appropriate column if your response is no. To indicate your answer circle a number in either the yes or no column.

	1 Yes	2 No
EXAMPLE: I know the name of my school counselor.	1	2

11.	Do you get help in understanding yourself from your school counselor?	1	2
12.	Do you know yourself better as a student as a result of visiting your school counselor?	1	2
13.	Did your counselor suggest that you look up personal qualifications and training requirements for jobs you might consider?	1	2
14.	Does the school send home information or have a meeting with your parents about tests you have taken at school?	1	2
15.	Do you know yourself better in terns of picking a job or occupation as a result of visiting your school counselor?	1	2
16.	Do you help in understanding test results, i.e., meaning of percentile, achievement testing, aptitude?	1	2
17.	Do you know where to find information about occupations in your school?	1	2

18.	Do you know who is your school counselor?	1	2
19.	Does your school provide opportunities for groups of students to meet and discuss their problems?	1	2
20.	Have you been to a group discussion meeting?	1	2
21.	Has your school counselor discussed your school program with you?	1	2
22.	Have your parents visited your counselor about your school program?	1	2
23.	Do you know where to find information about schools and/or colleges which you might attend after high school?	1	2
24.	Has your school counselor discussed your occupational or job plans with you?	1	2
25.	Were you given help in learning about your high school when you first attended?	1	2
26.	Has your school counselor helped you find better ways to solve problems about school or other things you've had to face?	1	2
27.	Have your parents visited your counselor about your plans after high school?	1	2
28.	Are you thinking and planning what to do when you finish high school?	1	2
29.	Has the school helped you learn about getting a job?	1	2
30.	Have your parents ever talked to your school counselor?	1	2
31.	Have you had help in planning which subjects and what activities you need and want to take in high school?	1	2
32.	Have you had help in becoming familiar with job possibilities in your community and surrounding areas?	1	2
		Yes	No
33.	Can you talk about your real feelings about things with your school counselor?	1	2
34.	Do teachers talk about the jobs which relate to the subjects they teach?	1	2
35.	Do you know where your school counselor's office is located?	1	2
36.	Have you had help to decide if you have the ability to succeed in some training after high school, i.e., trade, apprenticeship, school or college?	1	2
37.	Have you had help in improving study skills and habits?	1	2
38.	Have tests given by the guidance department or school been helpful in planning future training and/or a job?	1	2
39.	Does your school provide materials which help in solving personal and social problems?	1	2
40.	Does your school counselor discuss test results with you individually?	1	2
41.	Were you helped before grade nine to plan your high school program?	1	2
42.	Has school helped you to grow in your ability to make real plans for yourself?	1	2
43.	Have you been satisfied with the courses you have selected?	1	2
44.	Has school given you a chance to feel more independent?	1	2
45.	Does your school provide information about the military obligations of the boys?	1	2

EVALUATION AND TESTING OF ELEMENTARY SCHOOL CHILDREN

One of the major purposes of an evaluation program is to furnish data for guidance so that there may be more effective teaching and better learning.[2] Effective evaluation and testing provide three important values to a guidance program.

The teacher is given a better understanding of the

capabilities and needs of the children as the basis for the selection of appropriate materials and procedures for the class.

The teacher and administrator are aided in making curriculum policies. They are provided information relating to strengths and weaknesses of the individual child and of the group.

The teacher and administrator are aided in interpreting individual needs and growth to the child, the parent, and the community.

Evaluation may take a variety of forms. It is never complete until test results are carefully analyzed, the strengths and weaknesses are determined, and plans are made and carried out which result in overcoming indicated weaknesses while maintaining the strengths. Evaluation is carried on when

- clearly stated objectives are thoroughly understood by the teachers, administrators, pupils, and parents
- acceptable devices are used which will measure, to a satisfactory degree, progress in attaining these objectives.

Informal observation and recording of group or individual behavior may be helpful. Group discussion, constructive criticisms, subject testing, and oral and written reports are other procedures used in evaluating a specific undertaking.

OBSERVATION AND RECORDING

The technique of observation entails more than mere seeing or watching. Observation, when used as an evaluation device, means seeking an answer to a question. Careful planning, seeking answers to specific questions, and frequent use of observation techniques lead to more nearly accurate observation.

In planning questions, the teacher selects those which he believes will develop better understanding of the group or the individual.

In which activities does the class lose interest quickly?

Why does any group project lose its appeal when Sue participates?

Claudia fails to complete her assignments. What does she do with her time?

In which activities does Greg gain greatest class approval?

In seeking answers to such questions, the teacher should observe the child or the group during a variety of activities.

A distinct difference should be recognized between observed behavior and interpretation of behavior. It is best to avoid the use of descriptive adjectives such as nice, lazy, mean, and the like. Such words indicate conclusions drawn by the observer.

A notation that "Karen is sweet" is susceptible to many interpretations. On the other hand, a notation that "Karen contributes to all class activities; approaches problem solving in a very adult manner" would have specific significance.

This form of evaluation should be continuous. The recording of such observations may be done in many ways.

Since the teacher is teaching as well as observing, he must find a way to record these observations in a simple, not too time-consuming way.

ANECDOTAL RECORDS

Anecdotal records are written observations of actual happenings. These records, formal or informal in style, can be used later by the teacher for pupil-teacher and parent-teacher conferences and as directives for action.

Suggested techniques for making anecdotal records:

A file which includes a card for each child is set up. Two or three cards are pulled each day and observations of the individual child are recorded for that day.

> Lee, Karen
>
> 9-1-57 . . . was most upset when her drawing was not chosen for the bulletin board
>
> 10-6-57 . . . cried when she was chosen student council representative
>
> 2-8-58 . . . reported orally to class on new project—not overly nervous

A small notebook is used with dates at the top of the pages. Significant group happenings are recorded with indications of the children involved.

> May 6, 1961
>
> John S. and Claudia C. disrupted art class with continual conversation about new boy
>
> Section A reading group shows a lack of interest in new book—George and Tommy A. are exceptions

Cards or small notebooks are used with specific behavioral learnings noted at the top:

Listening Habits
Readiness of Materials
Attitudes Toward Authority
Work Habits
Organization of Materials

Observations of group and individual behavior are recorded in these and other learning areas.

> Use of Extra Time
>
> 9:30 Slow-reading group failed to use extra time for library report writing
>
> 2:20 More able English group eagerly started work on new project
>
> 3:00 Jimmy daydreamed during art cleanup period

This type of record combined with other observations aids in three areas of evaluation: child (individual), group, and teacher (self-evaluation).

Small slips of paper are used to record significant happenings. These notes are then slipped into the cumulative records for later evaluation.

THE TESTING PROGRAM

Tests are an invaluable aid to teachers who understand the reasons for administering them and the uses of the results. Although they have limitations and should be supplemented by the use of teacher-made tests, standardized achievement tests are one of the most objective and valuable means for assessing a pupil's growth. This assessment is most valuable to the teacher in the guidance and counseling of boys and girls.

Tests focus attention on the individual. Results aid in the counseling of the individual.

Item analysis provides an understanding of group and individual strengths and weakneses. This aids in group guidance as well as individual counseling.

A comparison of performance in tests with an individual's expectancy helps the pupil grow in self-evaluation and self-understanding.

SOCIOMETRIC TECHNIQUES

In observing the individual pupil, it is essential to consider his relationship with other pupils in his group. Most classroom learning occurs in a group situation. The acceptance or rejection of the individual by the group directly affects his academic, emotional, and social growth. The results of sociometric tests may vary greatly from day to day. The results, however, contribute to a more complete picture of all relationships in a class and thereby furnish the teacher with additional information to help him in providing for individual and group needs. This information may provide clues for grouping, committee work, or special areas of emphasized study.

Three Wishes: A teacher may be seeking information about a child's ambitions or about disturbing influences outside the classroom. The teacher begins a conversation about wishes and suggests that children write or tell what their three wishes would be if they could be granted.

The Unfinished Story: A teacher who wishes to understand better what children think about certain problems may present the problem situation in a narrative form to determine what the child's "fictional" solution would be. The teacher reads a story and stops before the ending with the request that the child furnish the ending to it.

Guess Who: A teacher who hopes to gain insight into pupils' opinions of their classmates may use this technique. Descriptions of individuals are given to pupils who are asked to determine which of their classmates fits the description.

Sociograms: A teacher may wish to examine the group structure of his classroom to determine group acceptance or rejection of individuals or the presence of cliques. The child chooses three children in the class with who he would most like to work or play. He writes the names or tells the teacher, privately, his choices. From these choices, compiled from the total group, the teacher may be able to determine for guidance purposes those children who are best liked as well as those who are either disliked or ignored. This type of study does not require involved diagrams or pictorial stories. A visual examination of responses will provide the teacher with the needed information.

Source: Cavanaugh, Gerald P., *Guidance in the Denver Elementary Schools, Denver Public Schools, Denver, Colorado, 1960, pp. 35-41.*

GOOD STUDY HABITS — Intermediate Level

A. Study helps for the student

1. Learn to study with a purpose. Find out why you are reading a selection. Take notes, don't daydream.
2. Begin your work promptly. The sooner you begin your assignment the better
3. Make sure that you have your assignments written down and you follow the directions exactly.
4. Keep your desk clean and orderly. Before you work, see that you have all the necessary materials: pen, paper, textbook, ruler, eraser, notebook, dictionary

5. In the classroom listen carefully and ask questions when you are puzzled during the explanation
6. In the library the good student knows how to find what he is after and makes notes on what he finds
7. Keep track of what you have accomplished each day
8. When you have completed an assignment use any remaining time to work on other assignments
9. Do one lesson at a time. Before you start to work on a lesson, plan how you are going to do it. Then get started immediately—don't waste time
10. Always try to work out your problem and your own ideas before you seek help
11. Your teacher is always ready to help you solve your study problems. He understands your work better than anyone else
12. When you concentrate, your entire mind is concerned with the material you are working on
13. Keep your mind on your work
14. When you read try to remember what you read
15. Keep trying to improve. The more you practice the longer you will be able to concentrate

Source: Green Bay Public Schools, Green Bay, Wisconsin, 1962, p. 3.

Following are examples of elementary group activities

APPRECIATION OF SELF

Purpose:
To enable student to appreciate himself and others as unique individuals.

Concepts:

Sharing and appreciating self-identity

Terminal Objective:

Pupil will demonstrate self-awareness by illustrating aspects of his unique personality.

Enabling Objectives:

1. Each pupil will participate in self-identification activities with his peers.
2. Pupil enlarges his concept of self-identification by listening to the differences as each child describes himself.

Materials:

1. A large name tag for each child
2. Pins
3. Notes to parents asking them to send pictures of child

Learning Experiences:

1. Pin name tags on each child and have them sit in a circle. Teacher wears name tag also.
2. Play "I Am" game. Directions: Going around the circle each one says his name, age, how many brothers and sisters he has, what he likes to eat, favorite color, what he likes to play, etc. It may help to put key words on the board such as age, eat, color, etc. If it takes too long for every child you should call on a few and stop when several students have been called on.

3. Teacher begins: (Stand while talking) I am Miss _____, I am 30 years old, I have two sisters and one brother, I like pecan pie, my favorite color is orange and I like to play tennis. I love myself.
4. Start with anyone who wants to begin. Do not force but encourage all to identify themselves. It is hoped that through this lesson the student will begin to establish an identity of himself as a person who is important and hopefully who loves himself.
5. Send home notes to parents asking them to send small pictures of each student to school.

Evaluation:

Fold notebook paper in fourths, cut and staple to make booklet. Give each child one and ask them to make a "Me" book. Tell them to draw pictures about themselves, such as what I like to do at home, school or what I like to eat, etc.

Source: Evans, Margaret, *Me And Feeling,* Pattern of Healthful Living, A Values Curriculum (Second Revision) Level One, Harris County Department Of Education, Houston, Texas, 1974, pp. 1-11, 1-12.

IF I WERE

Purpose:
Be yourself

Concepts:
Importance of self in respect to desire to be something else.

Terminal Objective:
Pupil will be able to give one or two reasons why he would rather be himself than someone else.

Enabling Objective:
1. Pupil participates in self-concept development through listening and responding to **If I Were**
2. Pupil analyzes these things about himself which he sees as "good" to share with the other pupils.

Materials:
1. Book: *If I Were* by Barbara Shook Hazen
2. Sheet with pattern of flower
3. Pencils, crayons, paste
4. Individual picture of children

Learning Experience:
1. Read the story *If I Were*
2. Use the puppets to conduct the following discussion:

Skippy: That was such a good story and it was funny, too.
Boys and girls, did you like the pictures? I did, too.
Have you ever wished you were something else?

Ernie: Look at the picture of the lion. Can anyone tell me why the boy wanted to be like the lion? Look at the next picture of the lion. Why did he decide he did not want to be a lion?

(Continue this with each animal until you get to the page where the boy wanted to be himself. When you get to this page continue with these questions.)

Skippy: Look at this page. Can anyone tell me the rest of the story?

Ernie: You said he wanted to be himself. Who would you rather be?
Why?

Focus Question:
Boys and girls can you think of something about yourself that you are especially good at and that you are glad about? Let me tell you something about me that I feel good about, then each of you can share with me.

Evaluation:
Give each child a sheet with pattern of a flower on it and the pictures of themselves. Tell them to paste their picture in the center of the flower and in each petal draw pictures of things they have ever wanted to be. If some children do not draw pictures in the petals, let them color them. Display these around the room. Have children tell about their picture and why their picture is in the center, giving one or two reasons why he would rather be himself than anyone else.

MISUNDERSTANDING

Purpose:
To bring out the importance of talking about our feelings.

Concept:
Misunderstanding

Terminal Objective:
Following discussion of *The Hating Book,* pupils will arrive at a consensus statement regarding feelings of hate.

Enabling Objectives:
1. Pupils will participate by listening as *The Hating Book,* is read.
2. Pupils will explore their own feelings of hate by answering questions on *The Hating Book.*
3. Pupils will expand and clarify his own experiences with hate by relating or discussing a personal experience.

Materials:
The Hating Book by Charlotte Zolotow

Learning Experience:
1. Read the story, *The Hating Book* to the children.
2. Conduct the following discussion:
   A. What is the name of this book we just read? How do you suppose the book got this name?
   B. What happened in the story? Ask support questions, if needed.
      1. What are some things the girl's friend did that made the girl think her friend hated her?
      2. What did her mother keep suggesting she do?
      3. How do you know the friend didn't really hate her?
      4. How did the girls become friends again?
   C. How do you think the girl felt when her friend moved away from her on the school bus? Why did she feel that way? When her friend didn't choose her to help her on her team? Why did she feel that way? When she went to her friend's house, why did she feel that way?
   D. Has something like this ever happened to you or someone you know? What happened?
   E. How did you feel? Why?

      (Try to get as many children relating experiences and their feelings as you can.)

Evaluation:
Thinking about the story and all the experiences different ones of us have had, what can we say about people and what they do about their feelings?

(The children should come up with the idea that all people have feelings of hate at times but the important thing is how to deal with the feelings.)

Have the child draw a picture of an experience which they or someone they knew had to deal with

feelings of hate. Let the children tell what they did about their feelings.

Note to Teacher:
Try to obtain a consensus statement from pupils regarding feelings of hate.

Source: Evans, Margaret, *Me and Feelings,* Pattern of Healthful Living, A Values Curriculum (Second Revision) Level One, Harris County Department of Education, Houston, Texas, 1974, pp. 1-23, 1-24.

HONESTY

Purpose:

To stress the importance of truthfulness

Concept:

Honesty — telling truth

Terminal Objective:

Given the story of Snorty, pupils, in small groups, will arrive at a statement which sums up their feelings about honesty.

Enabling Objective:

1. Pupils will participate in expanding their concept of honesty, by listening to the story of Snorty the toad.
2. Pupils in groups of three or four will make a decision about honesty by writing an ending to the story of Snorty.
3. Pupils will explore further feelings about honesty by participating in questioning and analysis of the Snorty episode.

Materials:

Puppets, chart paper, magic marker

Learning Experience:

Use puppets to tell the following story:

Ernie: Skippy, would you like to hear a story this morning?

Skippy: Yes, what is the story about?

Ernie: It's about Snorty, the toad. Boys and girls, do you want to hear about Snorty?

Chip: Arf, arf.

Ernie: O.K. Chip, we are going to tell the story. Would someone like to hold Chip while I read?

Once upon a time Snorty, the toad, lived by Slippy Lake. Snorty had lots of friends; Busy Beaver, Greenie the Lizard, Brownie the Squirrel, Pokey the turtle. Snorty liked to jump around and fool people. One day as he was jumping from lily pad to lily pad in the lake, old Pokey Turtle raised his head and said good morning to Snorty. Snorty, trying to think of what he could do to fool Pokey yelled, "Hi, Pokey, would you like to run a race?" Pokey said, "Well, where will we race to?" "Let's race across the big lake to hollow tree. I will jump lily pads and you can swim. Since you are so slow you can start a day before me." "That sounds fair enough, but how will I know you won't start early?" "Let's get Greenie, the lizard to watch each of us start, O.K.?" So Greenie, the lizard listened to their plans and said he would see they started a day apart.

Pokey started off and the next day Snorty started jumping lily pads but he began to fear he would not win; then all of a sudden he saw Brownie the squirrel and Busy Beaver playing by the lake. Snorty asked Brownie if he would give him a ride across the lake because his mother was very sick and he had to get to her in a hurry. Brownie said he would be glad to help Snorty out so Snorty jumped on his back and away they went like lightning. Snorty was so happy to get across the lake in such a hurry. When he got to Hollow Tree he thanked Brownie so much and Brownie ran off to find Beaver. After a long time Pokey's head came out of the water and he saw Snorty sitting by Hollow Tree. Snorty was so happy because he had beaten Pokey and poor Pokey had to rest because he was so tired. He asked Snorty how he got there so fast. "I just jumped . . . . . ."

1. Place the pupils in groups of three or four and let each group decide how the story ends.
2. Write the ending on a chart for each group, then allow each to tell his ending.
3. Reread the whole story with one of the endings the children wrote that shows Snorty not telling the truth.
4. Ask the following questions:
   A. What happened in the story?
   B. What happened that was dishonest?
   C. Why do you think Snorty did that?
   D. How do you think Snorty felt when he won? Why?
   E. Have there ever been times when you knew someone who didn't tell the truth because he wanted to win? (If there is no response, ask: "Have you *ever seen* something like this happen to someone you saw on T.V. or read about in a book?")
   F. How did you feel? Why did you feel that way?
   G. What else could you have done? How would this have made you feel?
   H. What do you think usually is the best thing to do when you are in a situation where you could or could not tell the truth? Why do you think that?

Evaluation:

Pupils in groups will create a short dialogue for Skippy and Ernie which reflects the group's feelings about honesty. The teacher will red these dialogues or have children read them, through the puppets, Ernie and Skippy. (If the reading level is insufficient, or the teacher prefers, this evaluation may be accomplished in a totally verbal way.)

Source: Evans, Margaret, *Me And Feelings,* Pattern of Healthful Living, A Values Curriculum (Second Revision) Level One, Harris County Department of Education, Houston, Texas, 1974, pp. 1-34, 1-37.

RICK AND THE LADY

Purpose:

To help pupils learn that dishonesty affects the well-being of individuals and those who trust them.

Concept:

Responsibility
Honesty
Well Being

Prerequisities:

None

Terminal Objective:

Pupil will reveal his goals for adulthood by writing a statement about the kind of person he aspires to be.

Enabling Objectives:

1. After listening to the story, "Rick and the Lady," pupils will search the story for examples illustrating the affect Rick's thoughts and actions had upon his well-being.
2. Pupils will formulate a conclusion for the story.
3. Pupils will discuss legal consequences when someone does not return lost merchandise to the owner.
4. Pupils will predict the effect Rick's actions would have upon his family if he returned the purse, and/or if he kept the contents.
5. **Optional:** Pupils will circle the vocabulary words from the story in the hidden word puzzle game.

Learning Experiences:

1. Listen to the story "Rick and the Lady."
2. Ask the following questions:
   A. Rick told himself a lie. What was it?
   B. Several times in the story Rick was worried that someone might see him? Why? How did he show his nervousness?
   C. How do you think the story will end?
   D. What could be the consequences if Rick keeps the purse's contents?
   E. How would Rick feel if the situation were reversed?
   F. If Rick does not return the purse could this lead to other dishonest acts? Why or why not?
   G. Does it usually take other dishonest acts to cover the first?
   H. How will Rick's family feel if he returns the purse? If he keeps the contents?
   I. Have you ever found something and did not know what to do? What happened? How did you feel? Why did you feel that way? Thinking back over what you did, would you do anything differently today? What? (Encourage as many students as possible to relate incidents when they faced similar dilemmas.)
   J. From what we have said about Rick in his situation and all the situations you have been in, what could we say generally about people and the decision they make when there is a moral issue involved?

Optional Activity:

Pupils may circle the vocabulary words from the story in the Hidden Word Puzzle.

Materials:

1. Pencils and paper for evaluation.
2. Tape player and tape of story. (Optional)

Evaluation:

When you build a house, you have a plan. When you build a life, you also have a plan.

Write a statement (paragraph) about the KIND OF PERSON you plan to be when you are grown.

Note to Teacher:

1. "The kind of person you plan to be" indicates qualities of character and personality: Looking into the future, what traits will others see in you, how will you affect others? This is *not* intended as a career oriented answer.
2. Students might be encouraged to keep a diary of the various decisions and commitments they make while studying "Touching Lives." The responses may indicate the moral growth of the student.

RICK AND THE LADY

He was running through the parking lot when he spotted it in the shopping cart. Mother had told him to get his hair cut and walk on home. She could finish buying groceries without him.

Rick stopped and looked around. He walked between the cars. No, there didn't seem to be anyone around. In fact, he was the only person on this side of the store.

Where had the red purse come from?

"Some lady probably loaded her groceries into her car and drove off without it," Rick imagined.

It was *his* now. He had found it, hadn't he? She was long gone.

Rick looked around again and reached down into the chrome basket for the purse. He held it close to his jacket and walked quickly behind the store. No one could see him there.

Opening the silver clasp and pulling apart the sides, he saw a bulging white billfold.

Rick's fingers shook as he unbuttoned the flap and counted fifty-four dollars in bills and thirty-two cents in change. "Wow! The lady carries *some* money around!" he thought excitedly.

He pulled out the plastic pockets. "She has a lot of credit cards," he thought. "I guess all ladies like to shop at every store in town."

Then he saw the driver's license. The lady was Mrs. Freida Woods. She lived at 2379 Hawk Street. Her telephone number was 261-3209.

Rick looked down at her picture on the license. She had regular brown hair and dark eyes. They were nice. You could say she was pretty. About the age of all the guys' mothers.

This Mrs. Woods looked so friendly and trusting. "By now she will be worried about her billfold. What should I do?"

Source: Taylor, Wendelin, *Touching Lives,* Pattern Of Healthful Living, A Values Curriculum (Second Revision) Level Four, Harris County Department of Education, Houston, Texas, 1974, pp. 4-23, 4-28.

I FORGOT

Purpose:

To help pupils learn that our own honor and the trust of others are affected by keeping our promises.

Concept:

Responsibility
Keeping one's promises

Prerequisite:

Pupils must be comfortable with making comparisons and contrasts. Pupil must have had instruction in using facts to deduce answers. Experiences writing original stories will assist development of the lesson.

Terminal Objective:

Pupil will analyze the effect of a broken promise upon the enjoyment of a loved one and suggest a way to restore honor which has been damaged.

Enabling Objectives:

1. After listening to the story, "I Forgot", pupils will analyze the interaction of responsibility, trust, keeping one's promises, and honor.
2. Pupils will identify and explain why they consider some people honorable and others unworthy of the term "honorable."

Learning Experiences:

Listen to the story "I Forgot."

Discuss the following questions:

A. What happened in the story?

B. When Chris made a promise, was he accepting responsibility?

C. In what ways are others putting their trust in you when you give them a promise?

D. When someone does not keep his promise, how do you feel? Why do you think you feel that way? Why is it difficult for you to depend on that person again?

E. How do you feel about people who keep promises? Why do you think you feel that way?

F. Are there ever tims when it would be best not to promise to do something? What could be the reasons?

G. Are there times people make wild or unrealistic promises? Why?

How could we learn to tell the difference between realistic or wild promises?

H. Responsibility involves obedience to doing right. Responsible citizens obey rules and regulations. However, there are extreme circumstances when a person must act in a responsible manner to the extent that his sense of honor (right) demands breaking rules or promises. Can you think of an example of breaking a promise or rule because it would be more honorable to do so than to follow a rule? Support your answer.

3. Play the "Three Characters" Game.

Display slides and names of famous characters from movies, fiction, cartoons, etc.

Say: 1. If you could become someone else, what is the name of the most honorable character you would wish to be?

2. Find the one you would *not* want to be. Tell why.

3. Find the one most like yourself—Tell why.

Materials:

1. Paper and pencils for evaluation.
2. Transparencies of outstanding or notorious characters from movies, history, real life, etc. (See appendix for masters).
3. Tape player and tape of story (Optional).

Evaluation:

Pupil will indicate in writing how Chris' broken promise will affect the enjoyment of his parents and guests at the birthday party and why.

What could Chris do to restore his honor? Explain.

I FORGOT

It has been a long afternoon. Ever since lunch the time had passed slowly. Only five more minutes. Chris finished the answer to the last science question on his job card. Wow! Now he could go over to Buddy's house and see his new motorbike. At noon Buddy had told him it was gold with blue striping.

"Let me at it," yelled Chris to Buddy at the corner of the schoolyard. Both boys started galloping down the sidewalk to Blackberry Street.

When Buddy pulled up the garage door, Chris couldn't believe his eyes. A Honda CT70. It had an automatic clutch and three forward gears. It's gold paint sparkled even in the dim garage.

"Dad says it'll make 45 miles an hour on a straightaway," beamed Buddy, rubbing the leather seat.

Soon Mr. Patterson was home and helped each boy ride the motor.

Chris got so involved he forgot the time.

He went home through the back yard. That was why he didn't see the cars parked in front of the house.

When he opened the door, he spotted his sister Cindy carrying a tray of sandwiches. She didn't have on playclothes. There was his mother, all dressed up talking to some other people in the living room. The house was filled with people. He could see the Gregory's from down the street, Mr. Kalmer, Dad's boss, the Smiths and their baby . . . . .

And then he remembered. "Oh, no! I forgot to pick up Dad's birthday cake from the bakery by the school. I promised Mom I'd bring it for Dad's surprise party."

With the sound of the door closing behind him, everybody turned to look at Chris. Just then they could hear Father's car pull into the driveway. Chris' heart went into his throat.

Source: Taylor, Wendelin, *Toughing Lives*, Pattern of Healthful Living, A Values Curriculum (Second Revision) Level Four, Harris County Department of Education, Houston, Texas, 1974, pp. 4-43, 4-48.

BEING MYSELF

(This lesson will take two days to develop completely.)

Purpose

To be yourself is better than to be anyone else.

Concept:

Being yourself

Terminal Objective:

Through completion of sentences, pupils will be able to analyze the importance of being one's self.

Enabling Objective:

1. Through role playing pupils will explore the meaning of being themselves as opposed to someone they may wish to be.
2. Through the learning experience pupils will list advantages and disadvantages of being themselves rather than being someone else.

Materials:

1. Transparency of boy and girl daydreaming. (See attached Transparency master)
2. Paper, pencil, crayons

Learning Experience:

1. Show the transparency.
2. Today we are going to pretend this boy and girl are talking about all the things they thought they would like to be in their dreams. I am going to start the conversation and then someone else may continue.
3. Since we have talked about the importance of names, let's give this boy and girl a name. (Call one one boy and one girl to select a name. Write the names on the board and say the names each time the script says boy or girl.)
4. Boy: I wish I were a little dog so I could run fast and bark; but most of all so people would pet me and play with me. I would not have to go to school and I could play all day.

   Girl: Yes, but if you were a dog and did not go to school you could not read funny stories and you would not learn anything. You could only follow all the other boys around and when they played ball you would just have to watch.

   Boy: Yeah, I guess you are right. That would not be any fun at all.

   Girl: I wish I were a beautiful flower because people love to look at flowers and pick them and show them to other people.

   Boy: Yes, but if you were a flower you would die after a few days and you could not eat hot dogs or ice cream cones and that would be terrible.

   Girl: I really did not think of that; I guess I'd rather be me.

   Boy: I would like to be a tiger so I could be stronger than anyone else and make as much noise as I wanted to.

   Girl: Yes, but if you were a tiger, everyone would be afraid of you. No one would want to love you or hug you, or get near you.
5. Let the students take the part of the boy and girl and finish telling about the pictures. Each time letting one respond to the other stating why it would be better to be themselves. What did you notice?

   (Be sure to bring out that it's better to be yourself because everybody or thing has some problems and you can have more fun as yourself.
6. Explain the following game to the students:
   A. One person states what he would like to be and why.
   B. Another person responds why what would not be as good as being himself. They must think before they raise their hands to talk.

   (Give each person time to think to avoid wasting time.)

Evaluation:

Have students fold a piece of paper in fourths. In each fourth each of the students will draw a picture of what he would like to be. Under each picture or on another piece of paper he will complete:

I wish I were _____.

These will be exchanged with another student who will complete the sentence:

But then you could not _____.

Alternate:

Have the students make up stories on the following ideas or let them think of their own titles. They could illustrate their story and read it to the class.

1. The Day I Turned into a Kitten
2. I was a Ghost for a Day
3. My Day as a Bird

Source: Evans, Margaret, *Me An My World*, Pattern of Healthful Living, A Values Curriculum (Second Revision) Level Two, Harris County Department of Education, Houston, Texas, 1974, pp. 2-3, 2-5.

TRANSPARENCY FOR ACTIVITY "BEING MYSELF"

DAYDREAMING
(Transparency #1)

MY EMOTIONS

Purpose:

Emotions both positive and negative are part of every person and should be accepted without feelings of shame or guilt.

Concepts:

Positive and negative emotions.

Terminal Objective:

Following the lesson pupils will be able to complete sentences illustrating feelings they will have in various situations.

Enabling Objective:

Pupils will verbally analyze situations presented in transparencies which will allow an exploration of emotions in different situations.

Materials:

1. Transparency #2 — Three Faces (See attached transparency master)
2. Overhead projector
3. Paper, pencil

Learning Experience:

1. Show transparency #2. Talk about picture No. 1 (Happy Face). Ask these questions:
   A. How do you think this boy feels?
   B. Why do you think he feels this way?
   C. Can you tell me some other things that make people happy?
   (After each response ask—Why would that make someone happy?)
2. Talk about picture #2 (Sad).
   A. How do you think this girl feels?
   B. Why do you think she feels that way?
   C. Can you tell me some other things that make people sad? Why would that make someone sad?
3. Talk about picture No. 3 (Anger).
   A. How do you think this boy feels?
   B. Why do you think he feels that way?
   C. Can you tell me some other things that make people angry? Why would that make someone angry?
4. The teacher should then explain—These feelings we are talking about are sometimes called our emotions. Then write on the board the words *Happy, Sad, Angry*. Ask them the following questions:
   A. Can anyone tell me any other feelings or emotions we have? (List these on the board.)
   B. Looking at these emotions—can you think of times you have felt happy, sad, angry, etc." (Stop each time for students to react.)
   C. Do you think it is all right to feel sad or angry at times?

D. Why do you think that?

E. Does anyone have a different idea? Why do you think that?

F. Thinking about all we have said about our feelings, can anyone tell me one important thing about our feelings?

Evaluation:

Put the following sentences on the board and have students complete them on paper.

1. When I get blamed for something I didn't do, I feel _____
2. When I am going to a circus, I feel _____.
3. When someone doesn't play fair in a game, I feel _____.
4. When I am near a growling dog, I feel _____.
5. When I win a race, I feel _____.

Alternative Evaluation:

1. Draw faces that show feelings like happy, sad, anxious, surprised, afraid, proud, etc. and label each.
2. Find pictures in magazines that show how people feel. Put these on the bulletin board.

Source: Evans, Margaret, *Me And My World*, Pattern of Healthful Living, A Values Curriculum (Second Revision) Level Two, Harris County Department of Education, Houston, Texas, 1974, pp. 2-8, 2-10.

THREE FACES
(Transparency #2)

"Who Are You?"

1. **FOCUS**: Development of self-concept
2. **OBJECTIVE**: Awareness of self in an environment: Awareness and utilization of senses to the field of experiences.
3. **METHOD**:
   A. Personnel involved: Counselor, PPA, Teacher
   B. Procedure:

      Introduction: "BOYS AND GIRLS, TODAY WE ARE GOING TO LOOK AT OURSELVES IN A MIRROR AND THEN TALK ABOUT, "WHO ARE YOU?"

      (Have small hand mirrors for the children to look at their reflections. Five or six mirrors may be shared by a whole class if it is not feasible to have a mirror for each child.)

      After the children have had an opportunity to look at their reflections a few moments, ask:

      "WHAT DID YOU SEE IN THE MIRROR?"

      (Allow as many children as volunteer to respond. Do not rush their responses even though they may be repetitious of the idea of "me" or "my face.")

      "YOU SAW YOUR "SELF" WHEN YOU LOOKED IN THE MIRROR. WHO ARE YOU? LET'S BEGIN TO FIND OUT?"

      "YOU HAVE A BODY AS WELL AS THE FACE YOU SAW, AND IT'S JUST YOUR SIZE. LET'S FIND OUT WHAT YOUR SIZE IS LIKE. STAND UP AND STRETCH TO SEE HOW *TALL* YOU CAN BE. NOW, LET'S SEE HOW *SMALL* YOU CAN BE. HOW SMALL CAN YOU MAKE YOURSELF?

      (Encourage the children to go through all of the motions of stretching full length and squatting to smallest height.)

      "DO YOU THINK SOMEONE ELSE MAY BE YOUR SIZE?"

      (For classes where freedom permits, encourage the children to pair up and try to find someone else their own size. In classes which require more structure, to limit confusion, choose children individually to seek out a partner whom he thinks may be his size. Have the children stand before the class to compare height, shoulder width, and outstretched arms.)

      Continue: "ALONG WITH YOUR SIZE YOU HAVE SKIN COVERING YOUR BODY. WHAT DOES YOU SKIN TELL YOU? HOW DO YOU KNOW WHEN TO PUT ON A COAT OR TO TAKE OFF A SWEATER?"

      (Help the children to explore the first question to develop the concept of feeling hot or cold. Feeling ice or touching a hot stove may be included.)

      Continue: "YOU SAW YOUR EYES WHEN YOU LOOKED INTO THE MIRROR. WHO REMEMBERS THE COLOR OF THEIR EYES?"

      (It will detract from the total activity to go into detail here, or to allow too many responses, however, a few responses here may indicate how observant the children were of their features)

      "WHAT DO YOUR EYES TELL YOU?"

      (Encourage different responses that bring out ideas of awareness to dangers, the need to see in doing and learning situations, enrichment in beauty and enjoyment of environment.)

      Continue: "YOU ALSO HAVE EARS. WHAT DO YOUR EARS TELL YOU?"

      (Encourage responses which express awareness to danger, the need to hear for learning and for exchanging ideas, the awareness and enjoyment of pleasant and beautiful sounds.)

      Continue: "YOU HAVE ARMS AND HANDS, AND LEGS AND FEET, AND THEY KEEP ON GROWING RIGHT WITH YOU. SHOW ME SOMETHING YOU CAN DO WITH YOUR FEET AND LEGS."

(Allow the children to pantomine actions involving their feet and legs, e.g., march, climb, walk, tiptoe. Have them do something that makes a "hard" sound and them something that makes a "soft" sound. Rule: do not touch anyone else while in motion.)

"WHAT YOU DO WITH YOUR FEET AND LEGS TELLS WHO YOU ARE."

"SHOW ME SOMETHING YOU CAN DO WITH YOUR ARMS AND HANDS."

(Allow children to pantomine actions involving arms and hands. Some actions may be done by whole class and some individually allowing the child to tell what he is acting out.)

"WHAT YOU DO WITH YOUR ARMS AND HANDS TELLS WHO YOU ARE."

Conclusion: "BOYS AND GIRLS, WHAT ARE SOME OF THE THINGS BESIDES YOUR FACE THAT TELLS WHO YOU ARE?"

(Review size, eyes, ears, skin, what you do with your arms and hands and feet and legs.)

C. Interpretation: This activity should encourage an awareness of the integration of "self" from the different aspects of body size and body image, functions of the senses, and behaviors. The feelings that a person develops about himself should incorporate an awareness of the integrations of the total being. "Self" direction arises from the awareness that all of the aspects mentioned are a part of the total self concept.

4. **MATERIALS:**

   1. Five or six hand mirrors to be shared if individual ones are not available.

5. **SUGGESTED FOLLOW-UP:**

   Exercises similar to the ones in the lesson for "Show me what you do with your arms and hands," can be continued during recreation time. These could also include legs and feet with the children giving interpretations of their actions. A game like situation such as charades with other children guessing what one is doing is one good approach.

   Booklets of "Things I Like" would help the children become aware of "who" they are in terms of their individual differences.

6. **EVALUATION:**

   NOTE:

   1. Children's reactions.
   2. Appropriateness for age group.
   3. Clarity and conciseness of instructions.

Source: D.I.R.E.C.T., An ESEA Title III Project

"Feelings Vocabulary"

1. **FOCUS:** Development of self-concept
2. **OBJECTIVE:** Awareness of different feelings and causes for them.
3. **METHOD:**

   A. Personnel involved: Counselor, PPA, Teacher

   B. Procedure:

   INTRODUCTION: "YOU AND I FEEL AND ACT DIFFERENTLY AT TIMES. SHOW ME HOW YOU WOULD ACT WHEN YOU FEEL *SILLY*. SHOW ME HOW YOU WOULD LOOK WHEN YOU FEEL *HAPPY*. SHOW ME HOW YOU WOULD LOOK WHEN YOU FEEL *ANGRY*. NOW, SHOW ME HOW YOU WOULD ACT WHEN YOU FEEL *VERY TIRED* AND *VERY SLEEPY*."

   "OKAY, NOW LET'S TALK ABOUT SOME DIFFERENT KINDS OF FEELINGS."

   TELL ABOUT SOMETHING THAT MIGHT MAKE YOU FEEL *SAD*.

   TELL ABOUT SOMETHING THAT MIGHT MAKE YOU FEEL *TIRED*.

TELL ABOUT SOMETHING THAT MIGHT MAKE YOU FEEL *EXCITED.*

TELL ABOUT SOMETHING THAT MIGHT MAKE YOU FEEL *ANGRY.*

TELL ABOUT SOMETHING THAT MIGHT MAKE YOU FEEL *AFRAID.*

TELL ABOUT SOMETHING THAT MIGHT MAKE YOU FEEL *SILLY.*

(**PROCEDURAL TECHNIQUE:** It is vital that the above portion of this activity be carried out at a slow pace. There may be pauses in responses, however, it is important to allow and encourage all of the children who wish to respond and verbalize feelings. It is important to allow time for the association of the word with the experience of the feeling. The leader may need to help some children to express and clarify their experience.)

ALTERNATE PROCEDURE: Same as above accept more words can be added such as *jealous, mean, happy, grouchy, ashamed,* etc.

A summary statement might include repeating the words for the different kinds of feelings discussed by the class.

NOTATION: This activity provides the opportunity for observation and identification of some children who may need extra help and support.

C. Interpretation:

This activity should help children to develop an awareness of different kinds of feelings and their causes. It should help to enlarge their vocabulary and understanding of expression for different feelings.

4. **MATERIALS**

None

5. **SUGGESTED FOLLOW-UP:**

Children might collect pictures from comic strips and magazines and put them on a poster, labeling them with the feeling that seems to be expressed.

6. **EVALUATION**

Note:

1. Children's reactions
2. Appropriateness of activity for age groups
3. The conciseness and clarity of instructions

Source: D.I.R.E.C.T., An ESEA Title III Project

"What Can We Do To Make A Difference?"

1. **FOCUS:** Development of interpersonal relationships

2. **OBJECTIVE:** (a) Learning to facilitate group effort. (b) Developing problem solving techniques for making choices and accepting consequences.

3. **METHOD:**

A. Personnel involved: Counselor, PPA, Teacher

B. Procedure:

Introduction: "BOYS AND GIRLS, LET'S PLAY A GAME OF *WHAT CAN WE DO TO MAKE A DIFFERENCE?* FIRST, LET'S PRETEND: THIS IS A HOME.

(Designate an area in front of the classroom. Place boxes for refrigerator and stove in a "kitchen" area.)

SISTER IS SWEEPING THE FLOOR BUT WHEN HER FRIEND ANN CALLS HER SHE DROPS THE BROOM IN THE FLOOR AND RUNS OUT TO SEE WHAT SHE WANTS.

(Leader takes broom and goes through appropriate gestures.)

"BROTHER HAS BEEN OUTSIDE PLAYING AND COMES INTO THE HOUSE AND DROPS HIS BALL AND BAT RIGHT IN THE FLOOR."

(Leader takes ball and bat and goes through appropriate gestures.)

"THEN, HE PROCEEDS TO PULL OFF HIS SHOES AND SOCKS TO MAKE HIS FEET FEEL BETTER AND LEAVES THEM RIGHT THERE!"

(Leader takes socks and a shoe and places them in the area)

"JUST AS MOTHER WALKS IN FROM SHOPPING, THE PHONE RINGS. SHE PUTS THE GROCERIES DOWN AND RUNS TO ANSWER THE PHONE."

(Take grocery materials and stack them on table or chair in kitchen area.)

"THEN, BROTHER AND SISTER COME IN AND WANT A SNACK. THEY GET OUT THE PEANUT BUTTER AND THE MILK, BUT LEAVE EVERYTHING SCATTERED ON THE TABLE. DADDY COMES HOME FOR LUNCH AND GUESS WHERE HE LEFT THE SKILLET AND THE UTENSILS? RIGHT ON THE CABINET!"

(Place items with other kitchen items.)

"BEFORE MOTHER CAN GET BACK TO THE KITCHEN, THE CAT COMES IN AND GUESS WHAT HE DOES?"

(Leader pretends to be cat and tiptoes around and scatters groceries and items.)

"YES, HE JUMPS UP ON THE TABLE AND KNOCKS OFF THE MILK AND THE EGGS. JUST THEN, MOTHER COMES RUNNING INTO THE LIVING ROOM SAYING, 'GRANDMOTHER IS COMING TO SEE US. SHE WILL BE HERE TONIGHT."

Stop and ask: "WHO WOULD LIKE TO BE MOTHER, FATHER, BROTHER, SISTER AND SHOW US WHAT YOU WOULD DO?"

(Some children may volunteer who are hesitant and shy and will need prompting by the leader. The leader should allow the children to make their own decisions of what they would do the first time when confronted with the problem that Grandmother is coming. After the children have worked out the situation and completed the task allow the class to discuss what has happened and what else might have been done.)

After the discussion say, "NOW, LET'S ACT OUT THE STORM AGAIN AND SEE HOW THEY COULD HAVE ACTED DIFFERENTLY TO KEEP FROM HAVING SO MUCH TROUBLE JUST BEFORE GRANDMOTHER VISITS."

The leader chooses four different volunteers and states to the class that everyone in the class may be needed to help them decide everything that will make a difference. Reiterate story with each person making a decision of what he should do with the material at the time. Sister decides what to do with the broom, brother decides what to do with the ball, bat, shoe and socks, mother answers phone but decides what she should do about the groceries, brother and sister decide what they should do after their snack, and father decides what he should do after his lunch.

If there appears to be some obviously alternate solution other than those acted out the leader should ask the class what else could be done. It is best for the leader to allow the ideas to come from the class rather than making suggestions of his own. The children should be encouraged and rewarded for their contributions.

"WHAT DIFFERENCE DID THEY MAKE THIS TIME IN THE WAY THEY ACTED?"

C. Interpretation:

This activity should help children to begin to recognize the importance of each member contributing to a group effort. It should also help them to begin to recognize consequences of failure to contribute to the goals of the group with which he must work. If a person refuses to contribute to the group goals he has made the decision to exclude himself from membership and acceptance with that particular group; family, classroom, etc., but he should realize that any group with which he works requires participation for attaining its goals.

4. **MATERIALS**

1. Toy broom, plastic bat and ball, shoe and or socks, toy skillet and utensils, empty egg

carton, empty milk carton, empty oleo carton, small jar of peanut butter, bag for the groceries, box for "refrigerator", and box for the "cupboard".

5. **SUGGESTED FOLLOW-UP**

The children might make a "chain" by each person cutting and gluing his link to the one in front of him. If someone's is missing, the chain is incomplete and could show how his contribution would be missed.

6. **EVALUATION:**

Note: 1. Children's reactions
2. Appropriateness for age levels
3. Conciseness and clarity of instructions

Source: D.I.R.E.C.T., An ESEA Title III Project

"Games for the Five Senses"

1. **FOCUS:** Development of self concept.
2. **OBJECTIVE:** Awareness of the senses and the importance of utilizing them to the field of experience.
3. **METHOD:**

A. Personnel involved: Counselor, PPA, Teacher

B. Procedure: (Have all materials in a large paper bag hidden from pupils views.)

Introduction: "TODAY WE ARE GOING TO PLAY SOME GAMES. TO HAVE THE MOST FUN, IT IS NECESSARY FOR EVERYONE TO FOLLOW INSTRUCTIONS CAREFULLY. FOR THE FIRST GAME, I WILL SHOW YOU WHAT TO DO AND THEN TELL YOU WHEN TO DO IT. FIRST, WATCH ME BUT WAIT TO DO IT WHEN I TELL YOU."

(The leader demonstrates by closing his eyes and corking his ears.)

"NOW, EVERYONE DO WHAT I JUST DID; CLOSE YOUR EYES TIGHTLY AND CORK YOUR EARS."

(Spray room with pine-scented spray. Obtain the children's attention by clapping loudly and asking them to open their eyes.)

"DO YOU NOTICE SOMETHING? WHAT COULD IT BE?" (When they recognize the scent, ask.) "HOW DID YOU KNOW? CAN YOU FEEL IT? CAN YOU SEE IT?"

(Tell the children that there are four other ways of knowing what is happening around them and see if they can name them (seeing—hearing—touching—tasting.). Explain that these ways of knowing things are called the five senses. Tell them you want to play some more games to show them some things about these ways of knowing.)

TOUCH GAME

(Select five volunteers to come to front of room and blindfold them. Take bag with objects for "Touch Game" and let each person feel objects but do not tell what they are until asked. After each person has a turn, take off blindfold and let each one tell what he felt in the bag. Then take out all objects for everyone to see. Ask the students who participated if it was difficult to tell what the objects were without seeing them.)

SMELL GAME

(Select five other volunteers and blindfold them. Tell them to smell the objects you hold under their nose but do not tell what they are smelling until asked. Allow the first child to smell the first object, the second to smell the second object, etc. until all the volunteers have smalled an object. This is necessary because of the group dynamic phenomenom which tends to cause members of a group to support what others are reporting if they are not absolutely sure of their responses. Repeat this procedure two or three more times.)

TASTE GAME

(Select three volunteers for "taste game". Warn them *NOT* to volunteer if they are fussy about the foods they eat. Blindfold the volunteers and tell them to hold their noses so they can't smell anything. Slice small pieces of the potato, onion, and apple. With a toothpick, place a small piece of apple in one child's mouth, a small pice of onion in the second one's, and a small piece of potato in the third child's mouth. Have them tell you what they are tasting while still holding their noses. Without the sense of smell, it will be difficult to tell one from the other.)

SIGHT GAME

(The importance of sight might be illustrated by having a child volunteer to describe a pet to the leader who pretends to be blind. You close your eyes and remember the description must be adequate to make up for lack of seeing the size, color, etc. and ask for more information.)

Conclusion: Remind the children that they have been using the senses of hearing and seeing all during the activity.

C. Interpretation: This activity emphasizes to the children the importance of being aware to experiences through all five senses. Without the senses one could not learn, for they are the gateway to the world.

4. **MATERIALS**

1. Five men's handkerchiefs for blindfolds.
2. Pine-scented spray.
3. Touch game: Brown bag with following objects: yarn, small brush, key, rubber plug, rubber band, rock.
4. Smell game: half of lemon, scented talc, ground coffee, newspaper, bar of soap.
5. Taste: apple, potato, onion.
6. Knife to slice apple, potato, onion.
7. Toothpicks.

5. **SUGGESTED FOLLOW-UP**: The following discussion questions might be explored:

WOULD SOMEONE WHO HAS LOST HIS SENSE OF SMELL BE IN DANGER?

WHAT WOULD IT BE LIKE NEVER TO HAVE SEEN COLORS OR THE SCENES OF NATURE? COULD YOU UNDERSTAND WHAT A TREE IS LIKE? A FLOWER?

WHAT WOULD IT BE LIKE TO BE DEAF WHILE WATCHING T.V.?

6. **EVALUATION**:

Note:

1. Children's reactions.
2. Appropriateness for age group and age level.
3. Conciseness and clarity of instructions.

Source: D.I.R.E.C.T., AN ESEA TITLE III Project

"Tiny, the Teeny Turtle"

1. **FOCUS**: Development of self-concept.
2. **OBJECTIVE**: Awareness of one's potentials and limitations with a realistic, positive attitude.
3. **METHOD**:

A. Personnel involved: Counselor, PPA, Teacher.

B. Procedure: (This activity requires a copy of the book *"Tiny, the Teeny Turtle"* by Doris Benet.)

Introduction: "BOYS AND GIRLS, I AM GOING TO TELL YOU A STORY ABOUT A VERY SPECIAL TURTLE WHOSE NAME IS TINY. TINY HAD SOME ADVENTURES THAT WILL PROBABLY REMIND EACH OF US OF SOME THINGS THAT HAVE HAPPENED TO US."

(The leader should hold up appropriate pictures from the book as he reads the story. The following questions can be used for discussion and interaction.)

"WHY DID TERRIBLE TOM LIKE TO TEASE TINY?"

"HAVE YOU EVER FELT THAT SOMEONE LAUGHED AT YOU BECAUSE YOU WERE DIFFERENT?" (have Children respond by naming different things they have been teased about or things they have teased others about.)

"HOW DID YOU FEEL WHEN YOU WERE TEASED?" (Bring out as many different responses as possible.)

"WHAT KIND OF PERSON WAS RUDY?"

"HOW DID RUDY ACT WHEN DANGER CAME TO MELODY AND HIM?"

"HOW DID TINY ACT?"

"WHY DIDN'T TINY SHAKE WITH FRIGHT AS HE USUALLY DID?"

"WHAT WERE THE DIFFERENCES BETWEEN TINY AND RUDY?" (Get as many responses of differences as possible.)

"WHAT WOULD HAPPEN IF EVERYONE IN THIS CLASS LOOKED JUST ALIKE?"

C. Interpretation: The unique physical and personality differences are a result of variation in the natural developmental process. Each child needs to understand and appreciate his differences. A healthy individual learns to view himself realistically and accurately, including his personal assets and limitations. Also, the healthy person has a basic feeling of positiveness about himself; he has a real sense of individual worth and integrity.

4. **MATERIALS**

Benet, Doris. *Tiny, The Teeny Turtle.* Minneapolis, Minn: T. S. Denison and Co., Inc., 1960.

5. **SUGGESTED FOLLOW-UP:** The children could line up randomly in front of class. The teacher could help them observe that all children are different sizes.

The children could also draw a chart of the class members with their weight, height, etc.

The class could also dramatize the story of Tiny as a class project.

6. **EVALUATION:**

Note:

1. Children's reactions.
2. Appropriateness for age level.
3. Conciseness and clarity of instructions.

Source: D.I.R.E.C.T., An ESEA Title III Project

STRENGTH FEEDBACK SESSIONS

Goal:

To develop self-awareness and build toward a positive self-concept.

Level:

Third to eighth.

Group Size:

Small to classroom.

Process:

Children are divided into groups of three or four. Each child is given three slips of paper for the number of children in the group.

Physical. Begin by asking the group to select a member who tells them something he/she likes about himself/herself physically. While this person is talking, the group members respond by writing a physical strength they see evident in that person. Rotate clockwise repeating the process until each member shares a physical strength.

Accomplishment. Ask the group member to share an accomplishment of which he/she was particularly proud. Something he/she did himself/herself. While the one group member talks, the other group members write their positive reactions to this accomplishment. Rotate clockwise as in physical.

Joy. Ask the one group member to share the time he/she felt joy—great pleasure—or was most happy. Repeat process as in physical and accomplishment.

After each group member has shared and the reations are written, ask the group members to give the slips of paper to the persons for whom they were written saying: *(Name), I like you because (read the message on the paper).*

Process by asking questions such as: What did you like best about your sharing? What did you find easiest to share? What was most difficult? Why? Can someone tell us?

Source: *Elementary School Guidance Activities,* West Virginia Department of Education, 1975.

"THE GROWN-UP THING TO DO" DISCUSSION

Goal:

To be able to relate to a topic of concern.
To be able to listen to what others have to say.

Level:

First to sixth grades.

Group Size:

Small group to classroom.

Process:

The facilitator, or a student, reads the situations. Or the students can read them silently if there are copies distributed. A discussion follows. These situations could very well be role-played and acted out.

1. Tom has an appointment to visit the dentist. He is afraid to go because the dentist is going to fill a cavity, and Tom knows the drilling will hurt. What is the grown-up thing for Tom to do? Why?
2. Brenda is shy. She is afraid to meet new people. A new girl has moved into her neighborhood. Brenda knows that the new girl has no friends and that s' e would

like having Brenda call on her. What is the grown-up thing for Brenda to do?

3. When Tony came down to breakfast, his mother saw that he hadn't washed his face and combed his hair. His mother told him to go back. This made Tony very angry. He didn't like his mother always telling him what to do. Was it right for Tony to get angry? Why, or why not?

4. The fifth grade boys were divided into two teams for a track meet-the Cardinals and the Rangers. Joe was on the Rangers' team. The two teams had the same number of points. The high jump was next, and the Rangers won. Then, the Cardinals won the 50-yard dash. The teams were tied again. The relay would decide the race. Joe was the last runner for the Rangers. He was ahead of the runner for the Cardinals. Then Joe stumbled and fell. The Cardinals won the relay. What is the grown-up way for the Rangers to treat Joe?

5. Carmen's older sister was getting ready to go to a movie with some of her friends. Carmen wanted to go too. She asked her mother. Carmen's mother explained that Carmen was much younger than the other girls. She explained that Carmen's older sister had the right to have friends her own age. But Carmen wouldn't listen. She went into her own room, banged the door shut, got on the bed, and cried and cried. Was this a grown-up thing for Carmen to do?

6. Eric's friend was waiting outside for Eric to finish supper so the two of them could go to the playground together. It was Eric's night to help with the dishes, but Eric thought that maybe no one would think of it until after he had gone. As soon as he finished his supper, he jumped up from the table and started out the door. His father stopped him. Eric got angry because he felt his father was interfering with his plans. Was it right for Eric to get angry?

7. Everybody in Mary's class made a safety poster. All the posters would be displayed when the children's parents came to a safety program. Mary's teacher asked an artist to pick the best poster. Mary's poster didn't win, although Mary thought it should have won. She tore up her poster instead of putting it up with the others. Was this a grown-up thing for Mary to do?

8. The family had planned to go on a picnic as soon as Jennifer's father came home from work. Jennifer was happy because her best friend was going along. Then Jennifer's father called. He said he had to work late and couldn't take the family on the picnic. Jennifer was very disappointed and angry. It seemed that she never got to do anything she wanted to. She got mad at her small brother and made him cry. Was this a good way for Jennifer to let off steam? What might she have done instead?

Source: Unknown.

"GUESS THE FEELING" GAME

Goal:

1. To help children learn to identify and verbalize certain feelings: anger, fear, satisfaction, disappointment, sadness, happiness, and caring.
2. To help students learn how these feelings may be communicated nonverbally.

Level:

Third to sixth.

Group Size:

Small group (four or five students)

Materials Needed:

1. One set of feeling cards, as illustrated on succeeding pages.
2. One board with the following feelings listed: angry, afraid, satisfied, disappointed, sad, happy, caring.

Process:

1. *General.* This game seems to work best with a small group (four or five students) rather than a larger group (six to twelve).

   The first task is to introduce the game to the students by showing them the illustration board with the feelings listed on it. It is useful to elicit discussion from students as to the meaning of each of the feelings (e.g., What is anger? How do you know when you are angry? How can you tell if your best friend is angry?). This discussion can immediately precede playing the game or be as long as a day before (e.g., You might have them list the feelings and watch for expressions of these feelings at home as a night-before assignment).

2. *Verbal.* The game can be played verbally or nonverbally. Children gather in a small group standing or sitting. The feeling cards are placed in the center of the circle. A volunteer begins the game by picking up the top card. He/she reads the sentence item to the group and then chooses a person from the group to "guess his/her feeling." The illustration board should be in clear sight so that group members can read the seven feeling names. If the feeling is not guessed by the first person chosen, another student should be chosen until the feeling is identified. The person who identifies the feeling then goes to the center of the circle and pulls the next card, and the game goes on.

   The teacher may use the time after the feeling has been identified to ask about what "cues" were used to identify the feeling. Was it the sentence itself? The tone of voice? Did the sentence reflect something that happened to you recently?

   Some children may have difficulty reading the cards. Another student, the teacher, or the teacher's aid may be asked to huddle with the student to help read the card.

   The teacher can set the tone of the game by participating. If the teacher tries to communicate the feeling seriously, the student will recognize this.

3. *Nonverbal.* Playing the game nonverbally seems to be more fun. The nonverbal game may follow the verbal use of the game or may be played without any previous use at all. The game is played in the same fashion except that the student reads the card to himself/herself and then acts out the feeling.

   The main importance of this mode is paying attention to nonverbal cues: facial expressions, body posture, eye contact, and so on.

   Again, the teacher may wish to ask the student to say why he/she guessed the feeling. This will elicit a discussion as to what nonverbal cues the children attend.

   A variation of the nonverbal mode is to have the student in the circle choose a partner to act out the feeling with. It is easier to show anger *toward* someone than a nonspecificity. This also may liven up participation.

4. *Variations.* In time, children will learn the feelings on all the cards by association. One variation is to have them make their own cards. They can either write them out or talk into a tape recorder to be transcribed later. It may be useful to ask them to use examples from their own experience—classroom, home, and so on.

   This game has been structured to be fairly noncompetitive. That is, there is no grand winner who accumulates the most "guessed feelings." However, some students might enjoy competition. This could be engineered using some sort of point/reward system if it were deemed useful.

Another variation is guessing multiple feelings. It is a simplification to think of people having one feeling alone. This game could be played verbally and nonverbally to guess the feelings that occur (e.g., I was both sad *and* disappointed.)

It is important that students understand the differences between feelings. For example, disappointment usually occurs when a goal is not obtained. Disappointment differs from sadness. Sadness is when something or someone has been lost. Analogously, anger differs from fear and so on. These discriminations will be part of the game later on. One precautionary note: Too elaborate a discussion may bore students because of their short attention span.

Special Instructions:

The following list of items should eacn be placed on 3 x 5 cards.

WHEN I EAT A GOOD MEAL, I FEEL _____

WHEN I DIDN'T GET THE BICYCLE I WANTED FOR MY BIRTHDAY, I FELT _____

WHEN MY TEAM WINS A GAME, I FEEL _____ .

WHEN I WASN'T INVITED TO THE PARTY, I FELT _____ .

WHEN I DO SOMETHING WRONG AND MY PARENTS FIND OUT, I FEEL _____ .

WHEN I DID NOT GET CHOSEN FOR THE TEAM I WANTED, I FELT _____ .

WHEN MY FRIEND NEEDS ME, I FEEL _____ .

WHEN MY BROTHER TOOK MY BICYCLE WITHOUT ASKING, I FELT _____ .

WHEN I THOUGHT THE TEACHER DID NOT LIKE ME, I FELT _____ .

WHEN THERE IS THUNDER AND LIGHTNING, I FEEL _____ .

WHEN I DRAW A GOOD PICTURE, I FEEL _____ .

WHEN I TRY REALLY HARD AND STILL DO NOT DO WELL, I FEEL _____ .

WHEN I GET A PRESENT I LIKE, I FEEL _____ .

WHEN I PASS A TEST THAT I THOUGHT I FLUNKED, I FEEL _____ .

WHEN I AM CLOSE TO SOMEONE I LOVE, I FEEL _____ .

WHEN I THINK I DID POORLY ON A TEST AND THE TEACHER IS GIVING OUT GRADES, I FEEL _____ .

WHEN MY FRIEND HELPS ME, I FEEL _____

WHEN I KNOW SOMEONE LOVES ME, I FEEL _____ .

WHEN I MAKE A STUPID MISTAKE, I FEEL _____ .

WHEN SOMEONE IS PROUD OF ME, I FEEL _____ .

WHEN I AM IN A STRANGE PLACE WITH PEOPLE I DO NOT KNOW, I FEEL _____ .

WHEN MY PARENTS TELL ME I HAVE TO DO SOMETHING, I FEEL _____ .

WHEN SOMEONE TELLS ME I DID A GOOD JOB, I FEEL _____ .

WHEN NO ONE IS HOME AND I AM ALONE, I FEEL _____ .

WHEN I THINK I LOOK NICE, I FEEL _____ .

WHEN THE ICE CREAM FELL OFF MY ICE CREAM CONE, I FELT _____ .

SWHEN MY PARENTS GIVE ME A HUG, I FEEL _____ .

WHEN I STUDY HARD AND DO WELL I FEEL _____ .

WHEN SCHOOL IS OUT, I FEEL _____ .

WHEN MY FAVORITE PET DIED, I FELT _____ .

WHEN I MOVED TO A NEW TOWN AND HAD TO SAY GOODBYE TO MY FRIENDS, I FELT _____ .

Source: *Teaching Interpersonal Social Skills,* San Diego County Department of Education, 1975.

WHAT IS YOUR BAG?

Goals:

To provide group members an opportunity to present themselves to the group. In a sense the "What Is Your Bag?" activity builds on the share and tell activities which many teachers already use. When students or group members take turns talking about themselves to their group, they develop confidence in their ability to speak to a group while at the same time comparing their interests, values, and self-concepts with those of their fellow group members.

Group Size:

Small group to classroom

Level:

Kindergarten to Adult

Materials Needed:

Each participant has a bag with three things in it of his or her choosing.

Process:

Students are asked to bring their group meeting a bag which they have decorated and filled with items which tell something about themselves. Younger students may be asked to bring three things in their bags to share with the group. Older students may be asked to decorate the outside of their bags according to how most people see them and the inside of the bag according to how they think they really are. In other words, the outside of the bag would represent the image the student presents to the outside world and the inside of the bag would represent the real image or concept the student has of himself/herself.

How much of the bag each student wants to share with the rest of the class or group is a decision he/she is asked to make alone. The activity works best if a general time limit is used for each presenter. The time limit could vary from one minute for younger students to five minutes for older students. Another helpful aid is to ask the students to explain why something in or on the bag is meaningful or significant to them.

A follow-up activity is to have the students write a descriptive sentence or two about themselves. The teacher or counselor collects these statements, reads them to the group, and asks the group to guess who wrote what and why. Both the "bag" and the "guess who" activities help each student to examine, "How I see myself," in relation to "How everybody else sees me." One of the project sub-goals was to help students pull these two perspectives of "self" together in such a way as to develop a consistent positive view of "self."

Source: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tenn., 1975.

EFFECTIVE COMPLAININING

Goals:

To teach some basic communication skills involved in making effective complaints; to teach the difference between being assertive and being aggressive; to teach the importance of making complaints without appearing to sanction an undesirable behavior or action by not complaining.

Group Size:

Small group to classroom

Level:

Four to Adult

Process:

There are several guidelines one may follow in making effective complaints. The counselors in their project based their selection of the type and number of guidelines to teach on the learning levels of the students. Fewer and more concrete guidelines were generally taught to the younger children with the degree of abstractness increasing with the age of the students. The basic procedure is to distribute a list of the guidelines to the students, defining their meaning in terms of behavior, and then discussing any questions the students voice. Following the discussion, students are asked to select partners with whom to practice the new guidelines.

The students are asked to think of a recent time when they made a complaint or did not make a complaint when they should have. The complaint is role-played with each partner trying to follow the guidelines when it is his/her turn to complain. The complaints are directed toward the other partner who plays the role of the person to whom the complaint is directed.

Some of the guidelines taken from Thompson and Poppen (1972) are included below:

1. Complain to the person who is infringing on your rights. Frequently, many of us complain to everyone but the right person with two possible consequences: (a) the people causing you trouble never hear the complaint; and (b) they keep on doing the same undesirable behaviors.
2. Avoid comparisons with others. Do not say I wish you were as good as the teacher I had last year. Rating a peson as inferior brings an end to listening and a beginning to defensive behavior.
3. Voice your complaints as soon as it is feasible to do so. Repressing bad feelings caused by resentment is not helpful to anyone.
4. Make just one complaint at a time. Do not confuse the issue at hand. Avoid saying, "And furthermore . . . "
5. Give people a chance to correct their behavior (if possible) before going on with the complaint. For example, if people crowd in ahead of you in a line waiting for the movies, ask them if they are aware that the end of the line is back there.
6. Sarcasm has no place in effective complaining. If used, the result may be that your complaint is taken as a joke and not heeded, or you may further damage a relationship without having your complaint heeded.
7. Refrain from asking people why they do things when you mean to say stop doing

it. If you ask why, the person may tend to rationalize the undesirable behavior and continue to do it. Just ask people to stop the behavior!

8. Rehearse your complaints in order to avoid undesirable complaining behaviors.
9. Be sure to make your complaints if you consider them to be legitimate. Failure to make your legitimate complaints gives the green light for continuing to infringe on your rights. Even if the person does not respond to your complaint, you will be stronger for having informed the person of your rights.
10. Ask yourself what is the worst possible thing that could happen to you if you made the complaint. Developing the courage to complain may be the hardest thing to do, because sometimes we may tell ourselves all sorts of ridiculous things that will happen if we make the complaint. Yet, worse things seem to happen when we do not make the complaint.

Source: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tenn., 1975.

YOUR NEEDS AND YOUR INDIVIDUAL DIFFERENCES

Goal:

To learn and understand the meaning of tangible and intangible needs people have, and to examine the opportunity each of us has to meet these needs.

Group Size:

Small group to classroom

Level:

Five to Adult with modifications

Materials Needed:

Paper and pencil for each participant

Process:

Ask the students to define "needs" and then lead the group in discussing and making a list of the things needed. When the list is complete, ask the group to classify these needs into one of the two broad categories of Physical Needs or Emotional Needs. If your class is in tune with the material they may be able to classify the needs into Maslow's (1970) hierarchy of human needs:

The Need of Self-Actualization*

The Need for Self-Esteem

The Need to Love

The Need to Belong

The Need for Safety

The Need for Physiological Satisfaction

*Self-Actualization, the highest level of human needs, may be defined as becoming all that you can become.

Source: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tenn., 1975.

GET ACQUAINTED NAME TAGS

Goal:

To assist teachers, parents, and students in getting to know and respect each other.

Level:

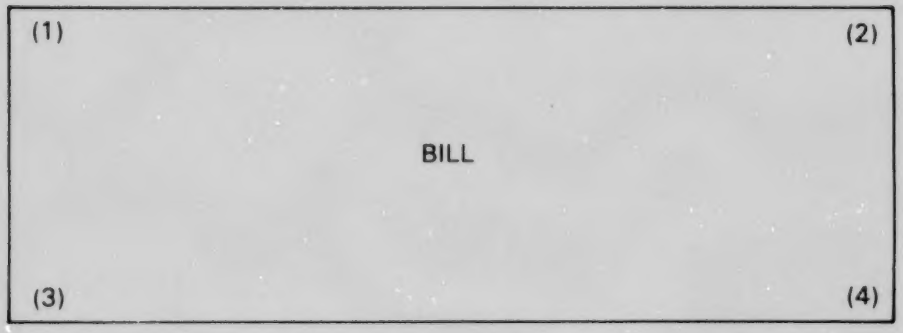
Three to Adult, and In-Service for Teachers

Materials Needed:

Magic markers, 4" x 8" card or cut construction paper in half, tape or pins or some other material to put tags on people.

Process:

Each person is given a 4" x 8" standard card to make a name tag. In the center of the card, the person writes his/her first name in large letters. The counselor then gives the following instructions. Each person completes the name tag to look somewhat like the one below.



1. In the upper left-hand corner of the name tag, list the two people who have greatly influenced you in your career.
2. In the upper right-hand corner, write the name of the place where you spent the happiest period (any length of time) of your life.
3. In the lower left-hand corner, fill in the blanks: I used to be a _____; now I'm a _____. Use any word you wish; such as an animal, car, etc.
4. In the lower right hand corner, write two values that are important to you.
5. Scattered anywhere on the same tag, write three words which describe you as a person. All words must end in *ing*. For example, you might write teaching, loving, swimming, etc.

After the name tags have been completed, the group members are asked to, nonverbally, inspect each other's name tags.

The counselor might move directly from nonverbalizing into a series of exchanges between three people Participants are to walk around and choose two other people with whom they would like to talk. Groups are formed and given a discussion topic. Examples might be, to discuss something that has made them feel very happy or some decision they have made recently that made them feel good.

After a few minutes, the counselor should direct the participants to form new trios. Each person in

the trio is given a number, 1, 2, or 3. The 1's stay seated and raise their hands. The 2's and 3's stand up and raising their hands over their heads designate, by the number of fingers raised, their corresponding numbers. They then seek out new partners with the same number. When three 2's or three 3's are together a trio is complete. A new topic is now assigned for the next discussion period. A suggested topic for this exchange is to discuss one of the two values listed on the name tags and to tell how they are attempting to live by these values. Other aspects of the name tags may also be shared.

This is an excellent first-day experience in school. It is also a good way to open a PTA meeting. Teachers and parents discover interesting aspects about one another. Participants generally find that people have many common interests and experiences.

Source: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tenn., 1975.

STUDY GUIDE FOR STUDENTS

TIME FOR STUDY

I. Introduction

A. Studying is a very personal endeavor—No one can study for you.

B. There are general rules that will help you to solve your studying problems.

C. Learning how to work is as important as getting your work done.

D. By organizing your study habits you can:
1. Save yourself a lot of time and work in the future.
2. Improve your work and grades.
3. Accomplish more with less effort.

II. TEST YOURSELF: How do your *present* study habits stack up?

	yes	usually	sometimes	occasionally	no
Do you have your own place to study?					
Is it quiet, well lighted and free from distractions?					
Do you write your assignments in an assignment book?					
Do you have your equipment ready before you begin to study?					
Assignment book?					
Textbooks, dictionary?					
Paper, pencils, eraser, etc.?					
Do you get enough rest each night?					
Do you eat a good breakfast?					
Do you put all thoughts out of your mind that do not apply to the subject?					
Do you set up a daily schedule of study both for study hall and for home study?					
Do you do your assignments every day never let work "pile up"?					
If you are absent, do you make up the work missed promptly?					
Do you do your own work?					
Do you follow the specific directions for the assignment?					
Do you look for the main thought in the work you are studying?					

Do you make notes of the important points you study?

Do you use the dictionary effectively?

Do you make effective use of library facilities?

Do you make sure you understand what you are to learn from the assignment?

Do you listen—really listen—while in class?

If the material is not clear, do you get help from the instructor?

III. Plan a Study Schedule

A. Planning your work and making a good study schedule will improve your study habits.

1. Set aside certain hours each day for continuous study.
2. Establish the habit of studying at these hours.
   a. This is after school time as well as during school time.
3. If your study schedule doesn't work, keep trying. The problem of organizing your time teaches you many valuable techniques of study.
4. Here are some good tips for any study plan you choose.
   a. Do as much studying in the day time as you can.
   b. Do one lesson at a time.
   c. Before you start to work on a lesson, plan how you are going to do it. Then get started immediately—don't waste time.
   d. Don't worry about the next lesson until you have completed the first one.
   e. Try setting a specified time limit for studying a lesson.
   f. Unless you worry about a hard lesson, do the short lesson first.
5. Check over the next day's assignments during the first few minutes of your study period.
6. Save a few minutes at the end of your study period in order to review tomorrow's work.
7. Make a list of all the things you have to do tomorrow.
8. Remember! Every time you remove a small trouble spot in your studying schedule, you have added a good habit and a time-saving one.
9. Your teacher is always ready to help you solve your study problems. He understands your work and your grades better than anyone else.

B. **Your Schedule**

Organize your study time—
Fill in this schedule:
(a) your classes
(b) regular obligations (music lessons, dinner, etc.)
(c) allot regular time to study of each subject you are taking.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00						
8:00 - 8:30						
8:30 - 9:30						
9:30 - 10:30						
10:30 - 11:30						
11:30 - 12:30						
12:30 - 1:30						
1:30 - 2:30						
2:30 - 3:30						
3:30 - 4:30						

4:30 - 5:30						
5:30 - 6:30						
6:30 - 7:30						
7:30 - 8:30						
8:30 - 9:30						
9:30 - 10:00						

STICK TO THIS SCHEDULE

IV. Principles of Study—There are four important principles of good study technique.

A. **LEARNING TO CONCENTRATE**

1. When you concentrate, your entire mind is concerned with the material you are working on.
2. When you read, try to remember what you have read.
3. Stop and repeat it to yourself.

B. **PAYING ATTENTION**

1. Listening and looking are the key secrets to paying attention.
2. When you really listen, you hear every work the instructor says.
3. Listening is the secret to following directions.

C. **FOLLOWING DIRECTIONS**

1. Read your assignment over carefully and follow it exactly.
2. Don't make changes even though you think you can improve it.

D. **GOOD WORKING HABITS**

1. Keep your tools in good condition.
2. Keep your desk neat and clean.
3. If you have a place for everything, then you can find it when you need it.
4. Always work under good lighting conditions.
5. You should have several good reference books.

V. METHODS

A. Start studying early in the school year.

B. As you study, do the following:
1. Read your notes—one lesson at a time.
2. Go over the material again and again.
3. Stop at the end of each lesson and check what you remember.
4. The idea is to commit to memory the major points. They become signposts to all the information.
5. Connect question and answer by recalling the topic that fits the subject of the question.

C. Writing the examination correctly

Take a look at the entire examination and determine approximate time to be given to the answering of the various questions.

1. Be sure you understand the question—read it carefully.
2. Connect the question with your notes.
3. Plan your answer.
4. If you do not understand the question, ask your teacher.
5. If you get stuck on a question, go on to the next one.
6. Check over your paper before you hand it in.

Source: *Study Habits for Students—Grades 7-12,* Green Bay Public Schools, Green Bay, Wisconsin, 1962.

Following are activities for middle school—high school activities.

BRAINSTORMING

MATERIALS: Sheet of paper and pencil for each group.

TIME: 25 minutes.

TO THE TEACHER:

"Brainstorming" is an activity which enables group members to generate a vast number of alternatives. It also is an invaluable tool in tapping creativity of group members.

DIRECTIONS TO TEACHER:

1. Have students get into groups of 5 and have each group select a recorder. Give paper and pencil to recorder.
2. Explain that one skill which helps groups function and come up with a lot of ideas is brainstorming. Explain the rules for brainstorming:

> (1) No discussion or judging!
> (2) Quantity, not quality, is most important.
> (3) Expand on each other's ideas, add on, "piggyback."
> (4) Record each idea, at least by a key word or phrase.
> (5) Set a time limit and hold strictly to it.

3. After students understand the rules explain that you are going to give them a task and they will have 3 minutes to come up with as many alternatives as they can. Say, "For the next 3 minutes I want you to brainstorm all the possible uses for a frisbee." After 3 minutes, call time and ask each group to report out the number of uses of a frisbee they listed. Ask each small group to share with everyone a couple of their most creative ideas.
4. Tell students they have 2 minutes this time to brainstorm new and different uses for a skateboard. Remind them of the rules—quantity, no discussion, piggybacking on each other's ideas. After 2 minutes call time and have recorders report out as before.
5. Tell students that there'll be one more brainstorm. This time they're to think of all the things they as students can do to make school "better" for themselves. After 2 minutes, call time and let them share again.
6. Bring students back into a large circle to process.
   "How'd it feel to be able to say your ideas without being put down?"
   "How did the rules help you be more creative?"
   "How could we use brainstorming with other problems?"

Source: Treat, Carol Lou, and Bormaster, Jeff, *TLC II, Talking: Listening: Communicating II,* 8807 Merion Circle, Austin, Texas, 78754, pp. 65-67.

IF I WERE A . . .

MATERIALS:

None.

TIME:

30 minutes.

TO THE TEACHER:

This activity will help students focus on who they are, who they want to be, what they want to do. It will also help them see their uniquenesses in contributing to their group.

DIRECTIONS TO TEACHER:

1. Have students in groups of 5 or 6.
2. Say, "I want for each of you to take a few minutes to think quietly to yourself, then share with your group 'If I were a piece of furniture I'd be _____ because _____ I' Be sure and give your reasons for your choices! Any questions? Try to think about what piece of furniture best represents your own personality. You'll have about 10 minutes to do this."
   After 10 minutes (or longer, if it appears that more time is needed), say "Now I have another one for you. Remember, think to yourself quietly, then share, 'If I were a TV show, I'd be _____ because _____.'"
   After 10 minutes, call time.
3. Process.
   "What did you learn about yourself while doing this?"
   "Could someone share what you learned about someone else's personality today?"
   "Anything else anyone wants to say?"

NOTE: Other possibilities (or you may have better ideas of your own) are:

If I were an animal, I'd be _____ because _____.

If I were a record . . .

If I were a tree . . .

If I were a part of speech . . .

If I were a state . . .

If I were a piece of sporting equipment . . .

If I were a musical instrument . . .

If I were a vehicle . . .

If I were a building . . .

If I were a game . . .

If I were a toy . . .

If I were a flower . . .

Source: Treat, Carol Lou, and Bormaster, Jeff, *TLC II, Talking: Listening: Communicating II*, 8807 Merion Circle, Austin, Texas, 78754, pp. 74-75.

CONSENSUS

MATERIALS:

Paper, pencil for each group.

TIME:

30 minutes.

TO THE TEACHER:

Consensus and Brainstorming are two of the most valuable skills you can teach your students. Consensus is a solution agreed upon by *all members of a group.* Unlike "majority rule" it is a decision everyone in a group can live with or buy into.

DIRECTIONS TO TEACHER:

1. Have students in groups of 5 or 6. Tell each group to select a recorder, then give pencil and paper to the recorder.
2. Tell students that each small group has been chosen to receive a pet guinea pig. The guinea pig is male. They have 2 minutes to brainstorm names for their guinea pig. Be sure recorder writes them all down! After 2 minutes, stop.
3. Explain that "consensus" is reaching a decision everyone can live with, that it is not like voting where some people win and some lose. In consensus everyone wins! The way to reach consensus is to go down their brainstormed list of alternatives (the names) one by one and cross out the ones no one likes. After this has been done, go down the list again—see if there are any other names they want to delete. Then go over the remaining suggestions, one by one, and decide on the one name they all can agree upon. (Remind students that this name may not be their *favorite* but it should be one they don't hate! One they can accept.)
4. Process.
   "Can you see other areas in which consensus might be helpful to know?"
   "How'd you feel about your group's choice of a name?"

Source: Treat, Carol Lou, and Bormaster, Jeff, *TLC II, Talking: Listening: Communicating II,* 8807 Merion Circle, Austing, Texas, 78754, pp. 100-101.

THE DECISION MAKER

MATERIALS:

One work sheet and pencil for each student.

TIME:

30 minutes.

TO THE TEACHER:

This activity will help students focus on the importance of some decisions they will have to make during their lifetimes.

DIRECTIONS TO TEACHER:

1. Have students in groups of 5 or 6.
2. Say: "Sometimes it is especially important to make a good decision, so people might get someone else to help them make these really important decisions. They might use a stockbroker, a lawyer, a doctor or an architect for certain difficult situations in which a decision has to be carefully thought out. When you have really tough decisions to make, you want experts to help you. Now, imagine a new kind of expert. Instead of a lawyer who is an expert in legal matters or a doctor who is an expert in medical knowledge, pretend there is a 'Decision Maker'—an expert on decision making. You can hire him to make your decisions for you! The questions on the work sheet may help you learn something about yourself or about the decisions that are important to you. You have 15 minutes to fill out the work sheet, then you'll share it with your small group. Now I'll hand out the work sheets and pencils.
3. After 15 minutes call time and ask them to share their answers with their groups.
4. Process.
   "How hard or easy was it to decide what decisions to get help for?"
   "Did anyone have any particular problems with this activity?"

DECISION MAKER WORKSHEET

1

Assume there are very few Decision Makers. You can assign only three decisions in your entire life to the expert. Which three would you assign?

a. _____

b. _____

c. _____

2

Assume you are required to assign ALL decisions in your life except three to the expert. Which three would you NOT assign?

a. _____

b. _____

c. _____

3

For each decision in question 1, what instruction would you give your Decision Maker? Why?

a. _____

b. _____

c. _____

Source: Treat, Carol Lou, and Bormaster, Jeff, *TLC II, Talking: Listening: Communicating II*, 8807 Merion Circle, Austin, Texas, 78754, pp. 122-124.

WRITING AN AD FOR YOURSELF

Goal:

To focus on individual strengths, skills, and talents as a means of improving poor self-concepts.

Group Size:

Small group to classroom

Level:

One to Adult

Materials Needed:

Art materials, old magazines, glue

Process:

The leader may open group discussion by asking the group what makes a good advertisement. For example, good ads catch your attention, tell you things you want to know, and convince you to buy the product or service being advertised.

Group members are requested to write an ad about themselves which "sells" their strong points and best qualities to others. A helpful hint to students is to make a list of all their skills, abilities, experiences, etc., before starting the ad.

When the group members complete their ads, they are given some time to share their ads with the other group members. Many times group members, especially older students and adults, find it difficult to talk about theirstrengths. For these people, the group discussion and sharing of strengths becomes a procedure for building self-confidence.

Younger children in the primary grades can be assisted in writing ads which are in line with their ability to read and write. The project counselors, realizing that many of the younger students were already knowledgeable about television commercials, helped them modify T.V. slogans for their own personal commercials.

One of the more creative efforts went as follows:

Did you know that Jimmy B. caught 10 fish last Saturday?
I didn't know that!
Did you know that Jimmy B. has never missed a day of school this year?
I didn't know that!
Did you know that Jimmy B. has read 17 library books this year?
I didn't know that!

Source: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tenn., 1975.

THE FALL-OUT SHELTER PROBLEM

PURPOSE

This is a simulated problem-solving exercise. It raises a host of values issues which the student must attempt to work through in a rational manner. It is often a very dramatic example of how our values differ; how hard it is to objectively determine the "best" values; and how we often have trouble listening to people whose beliefs are different from our own.

PROCEDURE

The class is divided into groups of six or seven, who then sit together. The teacher explains the situation to the groups.

"Your group are members of a department in Washington, D.C. that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. You receive a desperate call from one of your experimental stations, asking for help.

"It seems there are *ten* people but there is only enough space, air, food, and water in their fall-out shelter for *six* people for a period of *three* months—which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.

"But each of you has to quickly get ready to head down to your own fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have half-an-hour to make your decision. Then you will have to go to your own shelter.

"So, as a group you now have a half-hour to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is, therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in a half-hour, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish. You have *exactly* one half-hour. Here is all you know about the ten people:

1. Bookkeeper; 31 years old
2. His wife; six months pregnant
3. Black militant; second year medical student
4. Famous historian-author; 42 years old
5. Hollywood starlette; singer; dancer
6. Bio-chemist
7. Rabbi; 54 years old
8. Olympic athlete; all sports
9. College co-ed
10. Policeman with gun (they cannot be separated)

The teacher posts or distributes copies of this list, and the students begin. The teacher gives 15, 10, 5 and 1-minute warnings and then stops the groups exactly after a half-hour.

Each group can then share its selections with the other groups and perhaps argue a bit more, if there is time. Then the teacher asks the students to try to disregard the content of the activity and to examine the process and the values implications. He asks questions like: How well did you listen to the others in your group? Did you allow yourself to be pressured into changing your mind? Were you so stubborn that the group couldn't reach a decision? Did you feel you had the right answer? What do our own selections say to you about your values? These questions may be thought about or written about privately, or they may be discussed in the small groups or by the whole class.

VARIATIONS

1. Instead of eliminating four people from the shelter, students may be asked to rank order, as in a Forced Choice Ladder (Strategy Number 6), the ten candidates from the most desirable to the least desirable. (There is also nothing sacred about four). It could be three to five, for example.)
2. After each member of the class has ranked the ten people, they can try to

come to consensus on who is to be admitted to the shelter.

3. Instead of choosing six candidates for a remote shelter, each group may be instructed to pick four out of the ten to accompany them to their own shelter.

4. Other problem situations may be invented. For example, three (or more) people need a heart transplant and will more than likely die in three weeks if it is not performed. However, only one operation can be performed. The students are to assume the role of the doctor who will perform the operation and must make the decision of who will live.

5. The descriptions of the ten people can be changed to introduce additional values issues.

   For example:

   a. A 16-year old girl of questionable IQ; a high school drop-out; pregnant
   b. The same policeman with gun; thrown off the force for police brutality (or given a community-relations award).
   c. A clergyman; 75 years old.
   d. A 36-year old female physician; unable to have children (or known to be a confirmed racist).
   e. A 46-year old male violinist; served seven years for pushing narcotics; has been out of jail for six months.
   f. A 20-year old male Black militant; no special skills.
   g. A 39-year old former prostitute; "retired" for four years.
   h. An architect; homosexual.
   i. A 26-year old male law student.
   j. The law student's 25-year old wife; spent the last nine months in a mental hospital; still heavily sedated. They refuse to be separated.

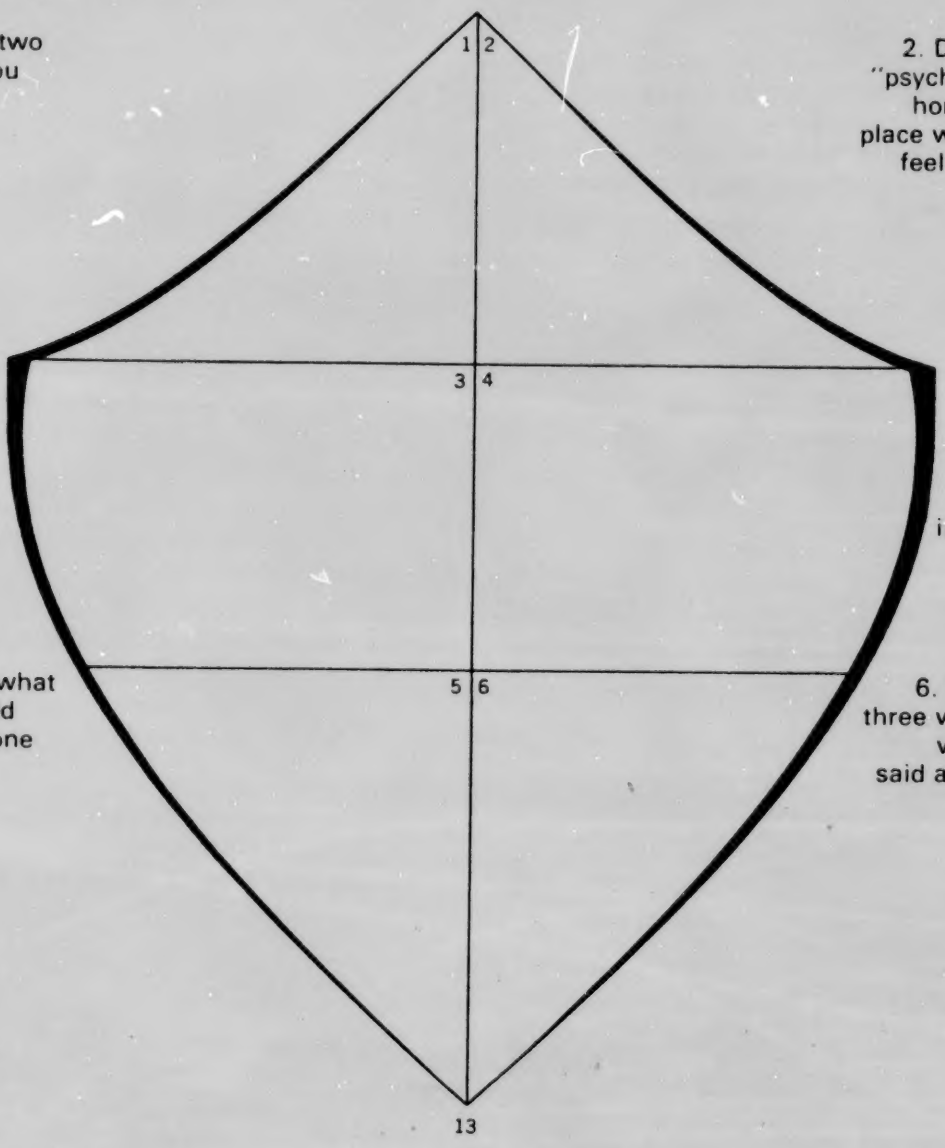
Source: Simon, Sidney B., Howe, Leland W., and Kirschembaum, Howard, *Values Clarification, A Hand-book of Practical Strategies for Teachers and Students*, Hart Publishing Company, Inc., New York, N. Y., 1972, pp. 281-285.

Coat of Arms

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."

1. Draw two things you do well.

2. Draw your "psychological" home or the place where you feel at home.



3. Draw your greatest success in life.

4. Draw the three people most influential in your life.

5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.

Source: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard. *Deciding,* College Entrance Examination Board, New York, 1972, p. 13.

Options—A Decision-Making Game

"Opts" is the name of a computer. It is wired and programmed to identify as many alternatives as are available at any decision point.

Directions: Submit to Opts a problem situation. You do this by typing messages on a "console" or typewriter connected to the computer. Remember, it must be a situation in which you have at least two alternatives.

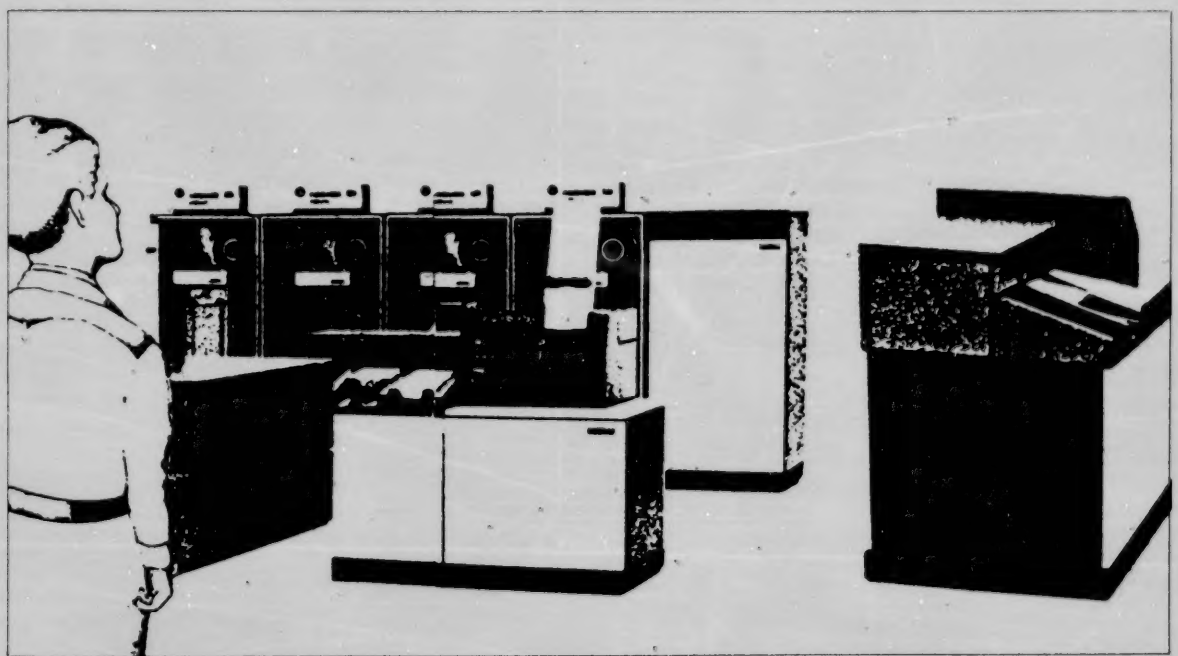
Example: Mike is graduating from high school. He types for the computer, "I am graduating from high school. I must decide what to do. What are my alternatives?"

Before you look at what Opts has to suggest, write down on the lines below all the courses of action you can think of that Mike could take.

Principle: When you are faced with an important decision, write down all possible courses of action *including* those courses that may not be desirable.

Alternative 1	
Alternative 2	
Alternative 3	
Alternative 4	
Alternative 5	
Alternative 6	
Alternative 7	
Alternative 8	
Alternative 9	
Alternative 10	

Now turn the page to see if you have predicted the alternatives that Opts has suggested.



Graduation Alternatives

OPTS—PRINT OUT

MIKE, IN ANSWER TO YOUR QUESTION, LET ME FIRST GIVE YOU THE EIGHT MOST COMMON ALTERNATIVES SELECTED BY OTHER GRADUATES FROM YOUR SCHOOL.

Alternative	1.	Community college, either two-year technical training program or transfer to four-year college
Alternative	2.	Work, full-time.
Alternative	3.	Military service
Alternative	4.	Four-year selective college or university
Alternative	5.	Business or technical school
Alternative	6.	Marriage
Alternative	7.	Four-year less selective college or university
Alternative	8.	Part-time work and part-time college

MIKE, DO YOU HAVE ANY OTHER QUESTIONS?

Mike typed this question on the console: "Aren't there any other alternatives at graduation?"

OPTS—PRINT OUT

YES, MIKE, THERE ARE. THESE ARE NOT COMMON ALTERNATIVES AT GRADUATION AND LESS THAN 1% OF THE GRADUATES CHOOSE THESE:

Rare alternative	9.	Bumming around, not working, not seeking work
Rare alternative	10.	Unemployed, not working, looking for work
Rare alternative	11.	Travel, seeing the world before work or school
Rare alternative	12.	Volunteer Organization (Vista, Peace Corps, or church mission)
Rare alternative	13.	Apprenticeship training

CONGRATULATIONS! YOU ASKED A GOOD QUESTION. 13 ALTERNATIVES ARE BETTER THAN 8. MAYBE YOU CAN DO EVEN BETTER THAN THIS. IF YOU CAN THINK OF AN ENTIRELY NEW ALTERNATIVE THAT HAS NOT BEEN REPORTED TO ME, PLEASE TYPE IT AND I WILL PUT IT IN MY MEMORY. THANK YOU.

Mike thought a moment, and then typed on the console: "Another alternative is to fail to graduate and take another year of high school."

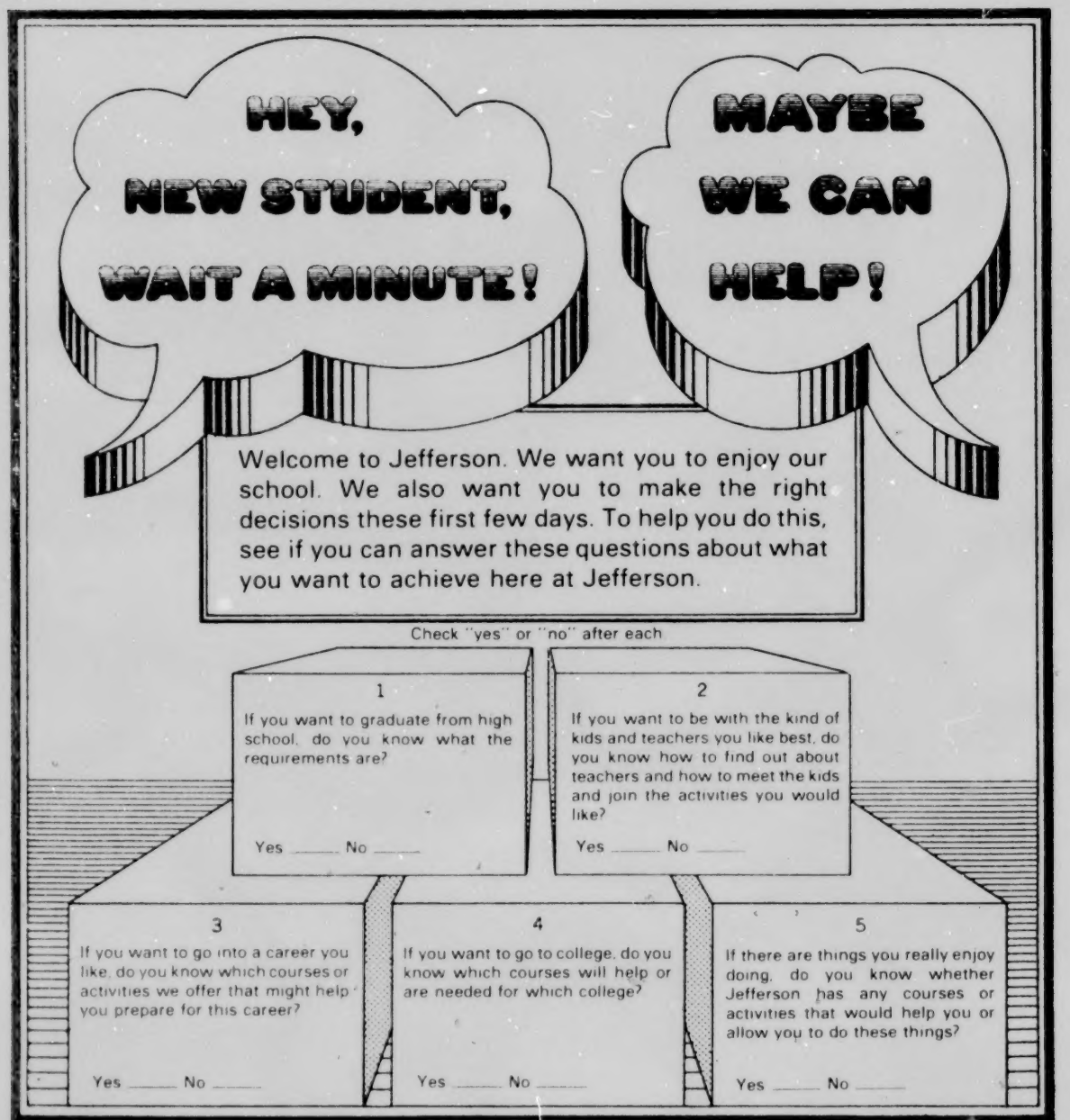
OPTS—PRINT OUT

THAT IS TRUE. IT IS ANOTHER ALTERNATIVE. CAN YOU THINK OF OTHERS?

Source: Gelatt, R. B., Varenhorst, Barbara, and Gray, Richard. *Deciding*, College Entrance Examination Board, New York, 1972, pp. 23-24.

Al is entering a new high school this year. On a Tuesday late in August he walks into Jefferson High School to find out which courses he should sign up for in the coming year.

As Al enters the office he sees a large sign saying that the counselor for his grade will be in on Friday, but that new students need to sign up for appointments if they want help filling out their schedules. As he starts to sign up, he notices there is an information bulletin on the counter. It says in large letters at the top, "Hey, new student, wait a minute! Maybe we can help!" It doesn't look much like the usual bulletin, so Al reads on.


HEY, NEW STUDENT, WAIT A MINUTE!
MAYBE WE CAN HELP!
Welcome to Jefferson. We want you to enjoy our school. We also want you to make the right decisions these first few days. To help you do this, see if you can answer these questions about what you want to achieve here at Jefferson.
Check "yes" or "no" after each
1
If you want to graduate from high school, do you know what the requirements are?
Yes ____ No ____
2
If you want to be with the kind of kids and teachers you like best, do you know how to find out about teachers and how to meet the kids and join the activities you would like?
Yes ____ No ____
3
If you want to go into a career you like, do you know which courses or activities we offer that might help you prepare for this career?
Yes ____ No ____
4
If you want to go to college, do you know which courses will help or are needed for which college?
Yes ____ No ____
5
If there are things you really enjoy doing, do you know whether Jefferson has any courses or activities that would help you or allow you to do these things?
Yes ____ No ____

Al feels a little worried after reading the bulletin. He isn't sure he can answer "yes" to any of the questions, but he knows they are important. Actually, he just wants to sign up for classes this morning. He hadn't thought that signing up for classes was this big a deal.

Tentatively, Al checks "yes" for all five questions. But he thinks to himself, does anyone ever know enough to answer questions like these?

1
What does Al quite possibly already know that would help him to answer the five questions? (In your own words, fill in briefly.)
2
What more does Al need to know to help him decide on what to take to graduate from high school? (Briefly, in your own words.)
3
What does Al quite possibly already know, or need to find out, to help him decide which ninth-grade courses he will like?
4
What does Al need to know about requirements for admission to college before making any decisions about high school courses?
5
What does Al need to know about the courses that might help him in a specific career?
6
Who can Al turn to for help if he can't answer the questions or decide what to do? Look on the next page for suggestions.

Source: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard. *Deciding.* College Entrance Examination Board, New York, 1972, pp. 27-28.

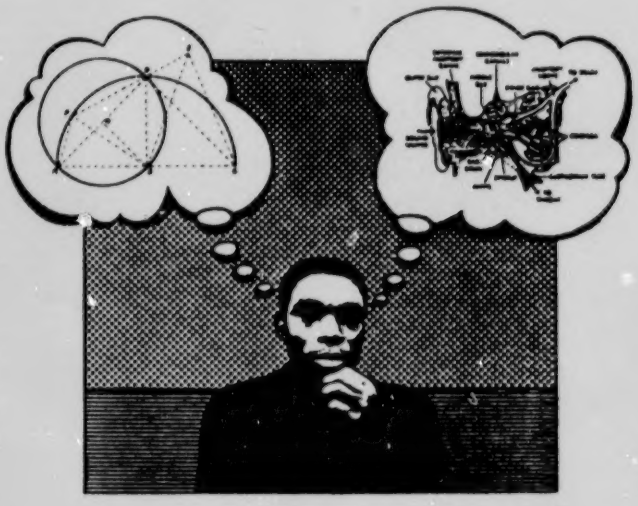
An Illustration in Risk-Taking: Which Course to Take

Decision: You are trying to decide whether to take another year of math or another year of science.

Objective: To get the best grade possible because you need to improve your grade average.

Information:

1. You have to have either math or science to get into the college you hope to attend.
2. You do equally well in math and science, so the difficulty of the course is more important than your ability.
3. Your average is B.
4. You have a table showing how well students with your average have done in these two courses. Such tables are made by comparing grades other students have made in the past at your school. The table below shows (among the students who had an average of B) the percentage of students who received each grade.



Students with Junior High School Average of B				
	A	B	C	Below C
Science grade	20%	30%	40%	10%
Mathematics grade	10%	30%	50%	10%

What should your decision be, to take science or to take math? Why?

What if the objectives and information were changed slightly?

Objective: To get the best high school preparation possible for becoming an engineer.

Information: The math course is better preparation for achieving your goal of becoming an engineer than is the science course. (Add this to the four pieces of information given above.)

Now, what do you think your choice should be? Why?

Source: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard, *Deciding*, College Entrance Examination Board, New York, 1972, pp. 38-39.

Personality and Risk-Taking

There are three important points to remember about risk-taking.

First, people differ on how much risk they like to take. Because of different training, experience, or interests, one person may like to "take a chance" and another may want to "play it safe." Also, a person may take a bigger risk in one situation than in another, because he values a particular outcome more highly. How much risk you take may, therefore, be related to how important the result is to you. Sometimes you want to "play it safe" and sometimes "take a chance."

For example, imagine you are trying to decide whether to go to a baseball game Saturday (or on a picnic, or to the beach, or back-packing, or on a bike hike, or shopping in the city). You are told that the chances of rain on Saturday are 2 out of 10—in other words, there is a 20% chance of rain. Or maybe you are told the chances for rain are 9 out of 10, or maybe 5 out of 10. What would you decide? Remember to state your objective (to have fun?) and to consider alternatives (watch television, read a book, go to a movie, other?).

The same odds may have different meanings for you according to what you stand to lose or gain. In other words, risks don't tell you what to decide, but only give you some important aids to help you choose. Suppose, for example, the odds were 2 out of 10 for a hurricane. And, suppose that, instead of a picnic, you were planning an important trip. The chances would still be the same, but the consequences would be greater. Your willingness to take risks depends on the value of the outcomes to you.

Second, your emotions influence your *estimate* of risk. Sometimes a person wants something to be true so much that he overestimates or underestimates reality. Just as personal bias causes a homeowner to overestimate the retail selling price of his house, so might it cause a political candidate to overestimate his chances of winning an office. One important emotion, fear, is apparently very important in choosing a risky alternative. Fearful people (afraid to be tested, afraid of failure) tend to take either very high or very low risks (so they are not really tested). More confident people tend to take intermediate risks, which are more of a test.

For example, consider the student who wants to apply for admission to a highly selective university. If he wants very much to be admitted to the university, he may perceive the chances of being admitted as greater than objective data would suggest. On the other hand, if he is afraid of being rejected, he may not apply even though he really doesn't know his chances.

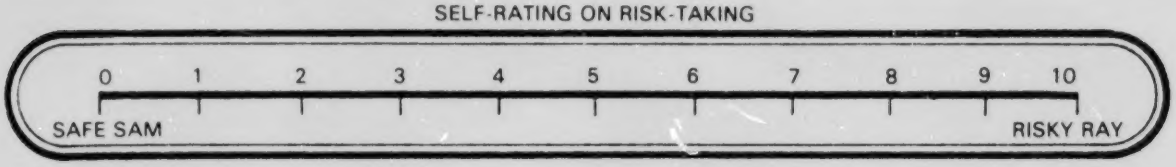
Can you think of instances in which emotions influence estimates?

Third, another interesting point about risk and personality is that, for some people, something that is difficult to get is therefore more desirable. That is, one student may want to get into a highly selective university (a personal value) because it is difficult to get into, even though his grades are low. Low probability in this case means high desirability—and high risk!

Therefore, the wise decision-maker will do two things: gather as much objective data as he can about the probability of outcomes or the risks for each important choice he might make, and learn about himself as a risk-taker.

Can you describe your risk-taking tendencies? Do you like to play it safe? Do you value things that are difficult to achieve?

SELF-RATING ON RISK-TAKING

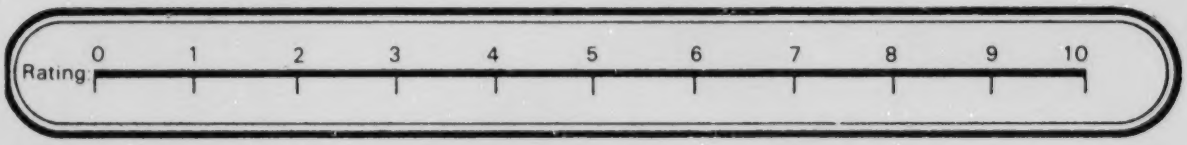


Safe Sam *never* takes a chance.
Risky Ray is *always* taking chances.

Describe below three personal risks that you have taken recently. Look at the scale above. Now rate each risk by circling a number for it, and tell why it was risky for you. (Try *not* to rate yourself at 5.)

Risk: _____

_____

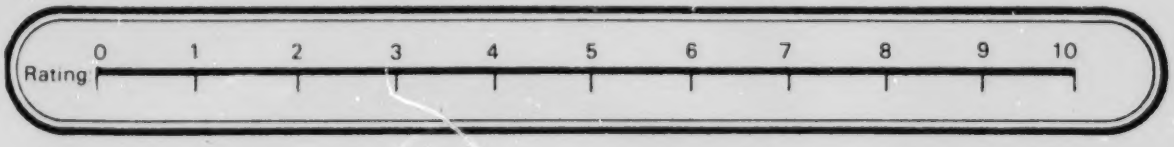


Why: _____

_____

Risk: _____

_____

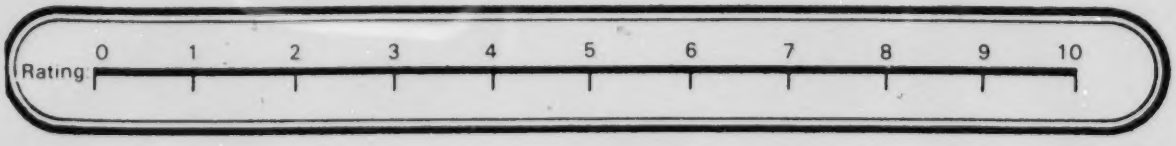


Why: _____

_____

Risk: _____

_____



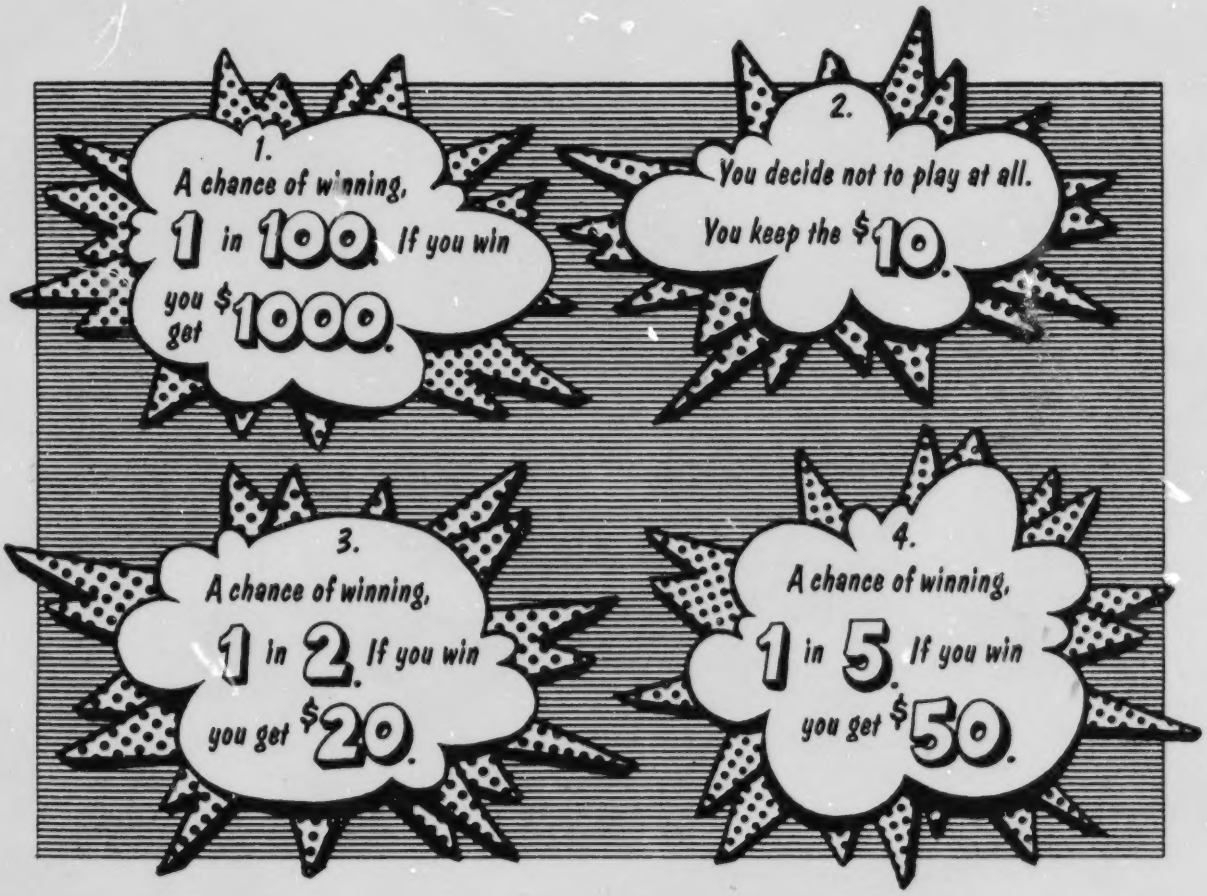
Why: _____

Source: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard. *Deciding*, College Entrance Examination Board, New York, 1972, p. 37.

Testing Yourself on Strategy

Look at the four alternatives below. See if you can identify the risk-taking strategy in each alternative.

Imagine you are given $10 and invited to play a game of chance. You can play *one* time. If you lose, you will lose the $10. Which would you choose?



Because betting allows you to choose among alternatives with known amounts of risk, it is a good example to apply strategy to.

Try to explain why a decision-maker would choose each alternative above. Try to predict what choice your best friend would make. Your parents. Your teacher. Can you see how strategy is related to values and objectives? Can you explain this relationship in a few words? Try to write your explanation below.

Source: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard, *Deciding*, College Entrance Examinating Board, New York, 1972, p. 43.

THINK-FEEL: A VERBAL PROGRESSION

Goals

I. To make distinctions between thoughts and feelings.

II. To learn to link feeling feedback to observable behavior.

III. To practice empathizing.

Group Size

Unlimited number of groups of three to five members each.

Time Required

Forty-five minutes.

Materials

Newsprint and felt-tipped marker

Physical Setting

A room large enough to permit each small group to interact verbally without disturbing other groups.

Process

I. The facilitator discusses goals. Then he forms small groups. (Count the number of participants and divide by 3, 4, or 5 to determine the number of groups. Have participants count off by this number to form relatively heterogeneous groups.)

II. The facilitator explains that there will be four rounds of communication and that he will be interrupting each round as necessary. A few minutes of processing within the small groups follows each round.

III. *Round 1.* The facilitator writes on newsprint the phrase "Now I see." He tells participants to describe the nonverbal behavior of the other members of their group by statements that begin with the phrase "Now I see." He illustrates briefly by describing the movements of some nearby participants. Round 1 takes five minutes. The facilitator may have to interrupt if participants begin to move away from behavior description toward discussion. The round should be followed by about two minutes for processing.

IV. *Round 2.* The facilitator writes the phrase "Now I think" and instructs participants to continue their conversation by beginning each sentence with the phrase "Now I think." He may wish to give an example. Round 2 takes five minutes, followed by two minutes for processing.

V. *Round 3.* The third phrase is "Now I feel." After two minutes of interaction, the facilitator interrupts to explain that groups that focus on feeling data commonly confuse thoughts and feelings. He suggests that members avoid the following two phrases in the remainder of this round:

I feel that . . .

I feel like . . .

Instead, members are to use the phrase "Now I feel," followed by an *adjective*. They should be mindful of the tendency to center their attention on the other person rather than to express their own feelings. Round 3 takes about ten minutes, followed by about three minutes for processing.

VI. *Round 4*. The facilitator posts the fourth phrase, "Now I think you feel," which participants are to use to begin each of their communications to other members. Since this round focuses on empathetic understanding, conversations should be two-way, to determine the accuracy of the members' perceptions of each other's feelings. Round 4 takes ten minutes, followed by three minutes of processing.

VII. *Total Group Processing*. The facilitator leads a discussion of the results of the experience, focusing on the learning goals specified.

Variations

I. The activity can be carried out in dyads.

II. The timing of each round can be varied from that described.

III. The activity can be "staged" in front of the group as a demonstration.

Source: Pfeiffer, J. William, and Jones, John E., *A Handbook of Structured Experiences for Human Relation Training,* University Associates, Publishers and Consultants, 7596 Eads Avenue, LaJolla, California, 92037, pp. 64-65.

INTERGROUP MEETING
AN IMAGE EXCHANGE

Goals

I. To improve the relationship between two groups, such as levels of management, majority-minority groups, males and females.

II. To explore how groups interact with each other.

Group Size

Two groups of not more than twelve participants each.

Time Required

Three hours.

Materials

Newsprint, felt-tipped markers, and masking tape.

Physical Setting

One room large enough to seat the members of both groups and with wall space for posting newsprint sheets. Two nearby rooms, each large enough to accommodate one of the groups.

Process

I. In a general meeting, the facilitator discusses goals and the schedule of events.

II. Groups meet separately for one hour to generate two sets of data on the sheets of newsprint; (1) how they see the other group and (2) how they think the other group sees them.

III. The total group reassembles, and spokesmen for the two groups post and explain the data.

During this phase, the facilitator helps members listen, but not respond, to the feedback. Their goal is to understand the perceptions of the other group. This phase takes thirty minutes.

IV. The two groups meet separately again for one hour to respond to the data and to plan how to process it.

V. In a third general meeting of thirty minutes, members of the two groups share their reactions to the feedback. Discussion leads to diagnosis of the way the two groups are interacting. Members make contracts across groups to follow through after the meeting.

Variations

I. Individual team members can be asked to write down their perceptions before the group meetings.

II. Groups can direct their attention to critical incidents in the history of the relationship between the two groups. They may be restricted to a list of adjectives only as feedback.

III. The process can be carried out in a series of meetings over a period of days or weeks.

Notes on the use of "Intergroup Meeting":

Source: Pfeiffer, J. William, and Jones, John E., *A Handbook of Structured Experiences for Human Relation Training,* University Associates, Publishers and Consultants, 7596 Eads Avenue, LaJolla, California, 92037, pp. 81-82.

SCULPTURING: AN EXPRESSION OF FEELINGS

Goals

I. To provide a nonverbal medium for the expression of feelings toward another person.

II. To promote feedback on individual behavior.

Group Size

Six to twelve participants

Time Required

Approximately forty-five minutes.

Materials Utilized

One large sheet of paper or cardboard, at least 18" x 24".

Physical Setting

A moderately-sized, comfortable room; ideally, the room in which the group has ongoing meetings. All participants, including the facilitator, are seated in a circle.

Process

I. In the illustration here, the sculpturing intervention comes from the facilitator as part of the interaction and life of the group. If the facilitator perceives that a participant is having

difficulty in expressing his feelings toward another, and if that behavior is interfering with the growth of the individual or the functioning of the group, he asks the person needing to express his feelings to stand in the center of the circle with the other participant. The individual toward whom the feelings will be expressed (A) will be told to assume the role of a lump of clay, and the participant who will be expressing his feelings (B) will assume the role of sculptor.

II. The facilitator instructs *B* to sculpt *A* into a statue which reflects the way in which *B* is experiencing him and his behavior. He should give *A* the facial expression, gestures, and body posture which will illustrate this feedback. *A* is asked to hold the position after *B* finishes sculpturing.

III. The facilitator then instructs *B* to sculpt himself in relation to his feelings about *A* and to hold the position. He directs both *A* and *B* to reflect on their positions in relation to one another. If *A* or *B* cannot hold his position, the facilitator asks the other participants to act as "cameras" to recall gestures, postures, or expressions.

IV. The facilitator, using the sheet of paper or cardboard as an imaginary mirror, slowly moves around the statues of *A* and *B* and asks *A* to describe what he sees in the "mirror," speaking of himself first and then describing *B*. This is repeated with *B*. The facilitator may adjust the imaginary mirror if either *A* or *B* seems to be missing a significant factor in the statue.

V. The facilitator asks *A* and *B* to resume their ordinary postures. He assists *A* and *B* in talking through the experience, discussing the motivations and feelings of *B* in sculpting *A* in that particular manner and the feelings *A* was having during the experience. The facilitator may ask the group to suggest any significant behaviors which *A* and *B* overlook.

Variations

I. If the facilitator feels it is appropriate, he may ask *B* to resculpt *A* and himself as he would *like* their relationship to be.

II. The facilitator may wish to use this intervention to work through issues of concern to the whole group by asking two participants to illustrate the group issue through the sculpturing and having the group affirm or deny their perceptions of the issue.

III. The facilitator may ask the group to help model the group image, emphasis, mood, and so on. One participant stands in the center of the circle, and each other participant in turn modifies the sculpturing until there is a nonverbal consensus that the statue represents the group as it exists.

IV. Another possibility would be to employ sculpturing immediately following a dyadic experience such as the Dyadic Encounter (*Vol. I, 21*) to allow pairs to illustrate the growth of their relationship as a result of the dyadic experience.

V. All the members of a group can position themselves to form a group statue. The relative positions of the individuals can then be discussed in terms of subgroups and cohesiveness.

Notes on the use of "Sculpturing":

Source: Pfeiffer, J. William, and Jones, John E., *A Handbook of Structured Experiences for Human Relation Training,* University Associates, Publishers and Consultants, 7596 Eads Avenue, LaJolla, California, 92037, pp. 21-22.

GROUP EXPLORATION: A GUIDED FANTASY

Goals

To allow individuals to share their means of coping with fear and stress as well as their personal responses to pleasure.

Group Size

Six to twelve participants.

Time Required

Approximately one hour.

Materials Utilized

Construction paper, crayons, felt-tipped markers, or other art materials.

Physical Setting

Preferred: carpeted room in which participants can lie down and stretch out comfortably without restricting the space of others.

Process

I. The facilitator invites the group to participate in an exploratory trip. He asks them to make themselves as comfortable as possible and to close their eyes.

II. He explains that he will tell them what is happening on the trip and that they are to listen and fantasize their surroundings and experiences. He tells them that from time to time he will ask them questions. They are to answer these in their own minds, and they will be asked to answer them openly in the group when the experience is over.

III. The following script should be read slowly in a nonabrasive tone of voice:

"We have all gathered together to go down the Colorado River on a raft. We will be led by competent guides, but it will be rough. You must be prepared for a number of critical situations. It will be exciting and pleasurable, but at times it might be painful and dangerous. Contemplate this, consider it, and decide whether you want to go along. If you have some resistance, is there anyone in the group that convinces you to go? How does he or she do it? Do you convince someone else who is reluctant? How do you do it? Whom do you particularly want to go with you on this trip?

"We gather in the boat, our guide at the helm. It is a beautiful day as we start down the river; it is calm and peaceful. In the warm sun, the boat smoothly moving through the waters, you find your mind wandering off. Catch the thought. What are you thinking about? What are you feeling? What reveries do you engage in?

"The boat moves faster, and you see white waters ahead. You are a bit apprehensive, but soon you are in amidst the current. The raft is gently tossed about, but you come through smoothly and easily. This is your first taste of shooting the rapids. As you move down the river, with the cliffs becoming taller and taller on either side of the bank, you find the river moving faster and faster—the white waters becoming more turbulent. You learn that the rapids are rated two to three. They increase in force, and you are going through rapids rated six and seven. The raft is tossed about, but you cling, getting the excitement and the full taste of the thrill of the waters splashing around you—turning and twisting the raft. You come to a bend in the river, and your guide tells you that the next rapid is scaled on, but because of the bend in the river it is possible for you to land before reaching the rapids and walk across a spot of land and regain the raft on the other side. You thus have a chance to get off. Do you do so, or do you go on? Do you have a moment of fear? Does anybody convince you to stay on? How? Do you convince anybody else to stay on? How?

"You do go on. The raft is tossed, sometimes tilting at a forty-five degree angle. It turns so that you are going down backwards, then hits a rock and spins around again. Catch the feeling of the turmoil and note your feelings. The twisting and turning diminish. You are out of it and now are moving smoothly and quietly down the waters. What are you feeling?

"Your guide tells you it is time now to rest and seek new adventures, and he lands the raft at the mouth of a blind canyon. He tells you that you will be there for a few hours and that you can explore the canyon. You move into it and find the tall cliffs on either side getting narrower and narrower above you until you are in the middle of a tunnel. It becomes darker and darker. What do you feel? You push on into the blackness, seeing no light behind you or ahead. Do you have any fears? What do you fear?

"Suddenly light shines ahead, and you find yourself at the mouth of a large cave, which is well lighted. The cave is guarded by a gatekeeper, who informs you that there is a treasure within. Each of you has to supply a ticket of admission—something of yourself which you will give in order to enter the cave. Stop now, open your eyes, and with the material supplied make a ticket, giving something of yourself so that you can proceed."

IV. The facilitator distributes the art materials and allows the participants to draw, write, or in some way construct their "ticket."

V. He continues the fantasy:

"You offer your ticket to the gatekeeper and enter the treasure room. What is your treasure?

"You enjoy your treasure, and then the gatekeeper tells you that you must go on, leaving the treasure behind. What do you feel? You pass out of the cave through a short tunnel and find yourself back on the beach, where your raft has been anchored. With surprise you look behind you and cannot see the crevice out of which you came. The cave is lost. How do you feel?

"Night has now fallen. You see the sky above you up through the canyon; the stars are bright, and a warm breeze engulfs you. The river is flowing swiftly and quietly. You sit around a campfire, reflecting on your adventure, and you think back on all that took place during the day. What does it all mean to you?

"We are now back today. Here we are in this room. Let us review the answers in your mind."

VI. The facilitator asks various members the answers to each of the questions posed during the fantasy. When he reaches the subject of the ticket of admission, he asks participants to show, discuss, and interact with others concerning what they gave of themselves. The facilitator continues until all of the questions have been dealt with and ends by assisting the group in talking through the impact of the experience.

Variation

The facilitator may use any other fantasy which is appropriate to his particular group, perhaps emphasizing different emotional elements.

Source: Pfeiffer, J. William, and Jones, John E., A Handbook of Structured Experiences for Human Relation Training, University Associates, Publishers and Consultants, 7596 Eads Avenue, LaJolla, California, 92037, pp. 92-94.

BABEL: INTERPERSONAL COMMUNICATION

Goals

I. To examine language barriers, which contribute to breakdown in communication.

II. To demonstrate the anxieties and frustrations that may be felt when communicating under difficult circumstances.

III. To illustrate the impact of nonverbal communication when verbal communication is ineffective and/or restricted.

Group Size

An unlimited number of equal-sized groups of four, six, or eight members each.

Time Required

Approximately two hours.

Physical Setting

A room large enough for the groups to meet comfortably.

Materials

I. A pencil and paper for each participant.

II. A blindfold for each group member.

Process

I. The facilitator divides the large group into subgroups.

II. When the groups have assembled, the facilitator announces that each group is to create a language of its own. This language must be significantly different from English and must include the following.
    1. a greeting
    2. a description of some object, person, or event
    3. an evaluative statement about an object or a person
    4. a farewell.

    Group members must be able to "speak" their group's language at the end of this step (Forty-five minutes.)

III. Within each language group, members number themselves sequentially, i.e., 1, 2, 3, 4, etc. The facilitator announces the location of a new group to be composed of all participants numbered 1. He likewise forms new groups of participants numbered 2, 3, 4, and so on.

IV. The facilitator directs members to pair off in the new groups. Each member must teach his new language to his partner without using English or any other recognized language. (Twenty minutes.)

V. The facilitator distributes a blindfold to each group. A blindfolded volunteer from each group teaches his language to the group. A second volunteer repeats this task. (Twenty minutes.)

VI. The facilitator distributes blindfolds to all remaining participants. Participants are told to stand in their second groups, and all chairs are moved aside. Participants blindfold themselves and are instructed to find their original groups without the use of any conventional language or people's names.

VII. When the original groups have been re-formed, the facilitator instructs them to discuss the activity and to answer the following questions:
    1. What did this experience illustrate about communication?
    2. How did you feel during the experience?
    3. What did you learn about yourself from it?

VIII. The facilitator leads a general discussion on the problems faced by people who do not understand a language and on the difficulties that blind people may have in communicating.

Variations

The requirements for the new vocabulary can be changed to make the task more difficult or less difficult.

All participants can be blindfolded for step V.

Real languages can be used. The phrases can be preset.

Source: Pfeiffer, J. William, and Jones, John E., *A Handbook of Structured Experiences for Human Relation Training,* University Associates, Publishers and Consultants, 7596 Eads Avenue, LaJolla, California, 92037, pp. 16-17.

ABSENTEE: A MANAGEMENT ROLE PLAY

Goals

I. To explore the dynamics of decision making.

II. To study the resolution and management of conflict.

III. To reveal loyalty patterns among peers and superiors.

Group Size

Two groups of five to seven members each. Several pairs of groups may be directed simultaneously.

Time Required

Approximately one and one-half hours.

Materials

I. A copy of the Absentee Information Sheet for each participant.

II. A pencil and paper for each participant.

Physical Setting

A room large enough for each group to sit in a circle without distracting the other group.

Process

I. In a brief introduction, the facilitator gives an overview of the activity. He does not state the goals of the activity.

II. The facilitator forms two groups of five to seven members each. He announces that each group is to sit in a circle away from the other group. One group is designated "top management" and the other "middle management."

III. The facilitator distributes the Absentee Information Sheet to all participants and tells them to spend ten minutes studying it and making notes on how they would resolve the problem.

IV. The facilitator then tells the groups that they have twenty-five minutes to discuss the problem and to reach consensus on a solution. After the groups have been working for ten minutes, the facilitator interrupts and randomly appoints one member of each group to be its leader for the remainder of the time.

V. At the end of twenty-five minutes, the facilitator stops the discussion. He directs the middle-management leader to assume the role of spokesman for his group.

VI. The spokesman goes to the top-management group and presents the recommendations of his team. The remaining middle managers silently observe this meeting.

VII. The middle-management group is instructed to reconvene in its original meeting place to give its leader feedback and to speculate on the pending decisions of top management. Concurrently, the top-management team makes its final decision. (Five minutes.)

VIII. The top-management team summons the middle-management spokesman to receive its decision. (The other middle-management members continue their meeting.)

IX. The middle-management spokesman returns to his group to announce the decision of top management. The top-management members observe the reactions of the middle-management group and discuss their observations. (Ten minutes.)

X. Participants pair off with members of the other group to discuss their learnings. (Ten minutes.)

XI. The facilitator leads a discussion of the outcomes of the experience. He keeps the discussion from stressing the "correct" solution and focuses instead on the process.

Variations

I. The pairs of groups can be designated "labor" and "management."

II. Another problem can be used.

III. After step IX, an image exchange can be held (*Vol. III:* Structured Experience 68).

IV. A person can be designated to play the role of Novak and to attend the middle-management meetings.

Source: Pfeiffer, J. William, and Jones, John E., *A Handbook of Structured Experiences for Human Relation Training,* University Associates, Publishers and Consultants, 7596 Eads Avenue, LaJolia, California, 92037, pp. 49-50.

IALAC GROUP ACTIVITY

Goal:

To create an awareness of how negative, critical, and punitive statements affect another's concept of self. One of the best ways to focus on self-concept is to examine how to destroy a person's positive self-image.

Group Size:

Small to large group

Level:

Teachers, parents, students

Materials Needed:

Papers with IALAC (I Am Likeable and Capable) on them.

Process:

The counselor conducts a public interview with a volunteer from the group on the

volunteer's strengths and friendships. After a short interview the counselor remarks to the volunteer, "It sounds to me as though you are quite likeable and capable." If the volunteer agrees, the counselor hands the volunteer a paper signed with the letters IALAC (I am likeable and capable) written on it. The entire group may want to become involved in this part of the discussion by telling how they have or have not achieved this IALAC feeling.

Next, the counselor passes out cards which have typical everyday ego-puncturing messages written on them to individual group members.

"Hey lazy, get up or you'll be late as usual!"

"Clean your plate, don't you know how much it costs to feed you?"

"Don't forget your lunch money; won't you ever grow up and learn to watch out for yourself?"

"I see you didn't finish your homework again. What do you think happens to irresponsible people like you?"

"Frank spilled his juice again. You are just as clumsy. You always were and you always will be a klutz."

"Mary Lou, you are the only one in this class who can't understand how to borrow when you subtract. I don't know what to do with you!"

"Why can't you do as well as your sister did when she was in my class?"

"I don't believe you will ever be able to understand math!"

"Big people don't cry."

"If you would pay attention in here you wouldn't have to move your lips when you read to yourself."

The group is asked to read these messages to the IALAC volunteer. For each message, depending on how it affects him, the volunteer tears off a piece of the IALAC sign. The roughter the comment, the bigger the piece to be torn off—representing the degree of self-concept destroyed. The group is also invited to use their own favorite put down message on the volunteer. The activity continues until the IALAC sign has been destroyed. Usually a lively discussion follows the demonstration. The group may want to consider other put down messages or alternative ways to respond to their children and students. A favorite discussion point is how to set limits and still maintain a good relationship with the students and children. Generally such a discussion will reach the point of talking about how we can say to a child, "I love you, but I hate what you are doing!"

Source: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tenn., 1975.

A WORKING RELATIONSHIP BETWEEN TEACHERS AND STUDENTS

A cooperative setting between student and teacher is necessary for a working relationship. The purpose of this setting is the creation of an atmosphere which permits growth and development through understanding and acceptance. A possible way of entering into such a relationship would be—

1. to accept the individual for what he is, not for the act he has committed.

2. to attempt to understand the individual—to know the pain and the hurt that he has experienced and thus to be emphatic and not sympathetic in the relationship.

3. to remember that the success of this relationship is in the hands of the teacher—a person who is mature enough to understand and control such a relationship.

4. to communicate through verbal and physical means a feeling of sincerity and interest at a level easily understood by the child.

Source: Gutsch, Kenneth U., and Alcorn, John D., *Guidance In Action: Ideas And Innovations for School Counselors,* Parker Publishing Company, Inc., West Nyack, N. Y., 1970, p. 128.

POWERS OF OBSERVATION

Perhaps most teachers are already aware of the proposition that in order to do a better job of teaching it is necessary to gain a better understanding of the individual students. This is possible when the teacher:

1. realizes the necessity for careful, purposeful, and systematic observation;

2. realizes that steps should be taken to prevent stigmatic labels such as "dull child," or "problem child,"

3. avoid a bias which favors one child over the group; and

4. learns to administer, score, and interpret standardized test properly.

Source: Gutsch, Kenneth U., and Alcorn, John D., *Guidance In Action: Ideas And Innovations for School Counselors,* Parker Publishing Company, Inc., West Nyack, N. Y., 1970, p. 131.

ASSISTING THE GUIDANCE PERSONNEL

Teachers can assist the guidance personnel by:

1. Knowing resources and referring students to the proper ones whenever necessary,

2. Establishing and maintaining a good working relationship with students. This enables a teacher to know and Understand her/his pupils.

3. Work with students with the students' individual problems. This can be accomplished through various means.

4. Aid the students in understanding themselves better and the world around them. This can be done through individual conferences or by using group guidance techniques.

CHANGING CLASSROOM BEHAVIOR PROGRAM

The following pages deal with a simple method of changing classroom behavior, particularly interpersonal social skills. Behavior modification can be defined as changing the antecedents or consequences of an overt behavior in order to modify that behavior.

This section is written in a simple self-instructional way to assist you in basic behavior theory.

Teachers or other helping personnel should read this section and complete the worksheet to complement their particular situation.

Source: *Teaching Interpersonal Social Skills*, San Diego County Department of Education, 1975.

OVERVIEW OF BEHAVIOR MODIFICATION

TEACHER TIME

What percent *per day* of your (teacher) time in the classroom is spent monitoring, attending to, or trying to change negative (bad!) behaviors that are becoming difficult social problems?

_____ %

it can be estimated that the percentage you write in is far too much of your daily classroom time. We would like to help you reduce that percentage.

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976

CLIMATE OF THE CLASSROOM

In your classroom
you have a certain
mode of behavior.

You set it
and expect it,
but what is it?

Describe the behavior climate
you expect in the classroom:

_____

_____

_____

_____

_____

_____

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

CLASSROOM BEHAVIORS

Behaviors which should occur in the classroom are:

Working at one's desk.
Friendly verbalizations.
Control of body and voice level.
Smiles.
Selection of activities which are appropriate.
Walking in the halls.

Remember you cannot see:

Anger.
Respect.
Cooperation.

You can see and hear:

Hitting.
"Thank you."
Playing with another child.

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

WHAT OCCURS IN THE CLASSROOM

How do you know what occurs in your classroom to affect interpersonal social skills of the students?

Pinpoint a behavior of one child or several behaviors of several children.

1. _____

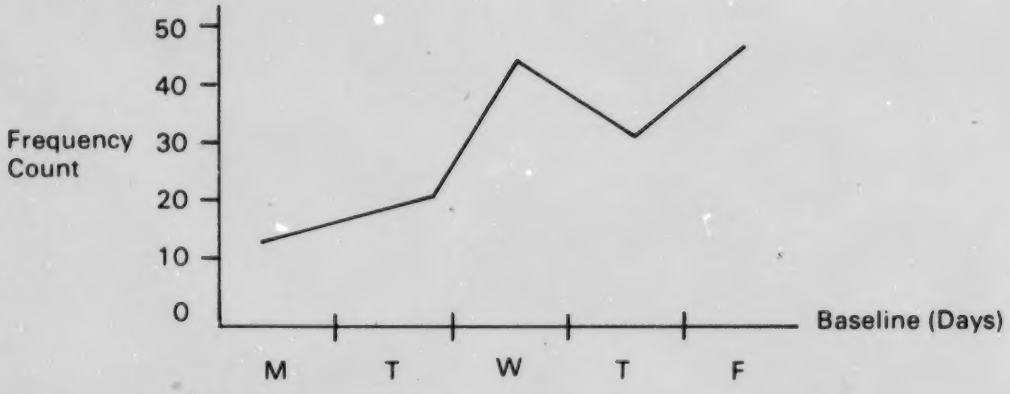
2. _____

3. _____

Count the behaviors for five days.

	M	T	W	T	F
1.	15	20	41	32	45
2.					
3.					

Look at the five-day record.



Talk Outs: Five-Day Frequency Count for One Child

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

POSSIBLE DETRIMENTAL BEHAVIORS

1. Fighting with another child in the classroom or on the playground.
2. Using inappropriate language.
3. Failure to comply with teacher's requests.
4. Disrupting classroom activities.
5. Misuse of playground equipment.
6. Damaging school property.
7. Disorderly conduct in school assemblies.
8. Inappropriate behavior in lunch facilities.
9. Disobeying playground personnel.
10. Leaving the school grounds without permission.

Are they occurring several times per day?

Are they occurring only once per week?

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

CONTRACTING FOR CHANGE

Discuss behavior with the child.

Show him the baseline chart.

Give him the opportunity for self-direction.

This is *contracting for change.*

Define the desired behavior with the child which is to replace the deviant behavior.

1. _____

2. _____

3. _____

4. _____

5. _____

Note: Of course undesired behaviors cannot be produced when *desired* behaviors are produced by the students.

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

Remember: Reinforcers for desired behaviors should be incompatible with the undesired behavior; that, is, you cannot do both at once.

Behaviors we would like to decrease and which are not compatible with desired behaviors:

1. Teasing.
2. Unkind comments.
3. Refusal to work.
4. Asking to be placed into different classes.*
5. Calling the class a dumb class.
6. Pestering neighbors.
7. Talking without raising hand.
8. Only partial completion of assignment.
9. Chronic griping.
10. Hitting classmates.
11. Out-of-seat behavior.

*Of course this not an entirely undesirable goal.

What about food as a *primary reinforcer?*

Food may be used as a reinforcer.

Activities *should* be better reinforcers.

Pair a behavior with food, then decrease food.

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

What about *social reinforcers?*

Smile.

Praise.

Touch.

When do we reinforce a low-rate behavior we want to increase?

Make a count for the number of times you can "catch" child showing good performance.

This rate should double quickly.

Obtaining materials for reinforcers:

1. Voluntary donations—garage sales.
2. Leftovers—lost and found—magazines —replaced items.
3. P.T.A. funds.
4. Petty cash.
5. Party funds.
6. Free to all:
   a. Social reinforcers.
   b. Privilege reinforcers.

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

SOCIAL REINFORCERS

FACIAL EXPRESSIONS

1. Laughing
2. Nodding
3. Smiling
4. Winking
5. Looking interested
6. Shaking head admiringly

VERBAL PRAISE

1. "Good job!"
2. "Great!"
3. "Good!"
4. "That's right!"
5. "Excellent!"
6. "Good thinking!"
7. "Exactly!"
14. "Terrific!"
15. "I'm pleased with that!"
16. "You really pay attention!"
17. "I like that!"
18. "You should show this to your parents!"
19. "Show this to the class!"
20. "See how well John is working!"

8. "Fine answer!"
9. "Outstanding!"
10. "Interesting!"
11. "Clever!"
12. "Thank you!"
13. "Fine!"
21. "Jimmy will finish on time!"
22. "That was nice of you!"
23. "That was kind of you!"
24. "You really know how to work!"
25. "Right on!"
26. "Wow!"

PHYSICAL CONTACT

1. Touching
2. Shaking hand
3. Patting head, shoulder, back
4. Hugging
5. Putting arm around
6. Holding hand
7. Stroking

PROXIMITY

1. Walking among students
2. Sitting in a group
3. Going to recess with the class
4. Eating with the children

Source: C.A.T.C.I.S., Arizona State Department of Education, 1976.

PRIVILEGE REINFORCERS

GROUP

1. Watching TV
2. Seeing a movie
3. Listening to music
4. Playing in class
5. Having a party
6. Making puppets and a puppet show
7. Doing art work related to studies
8. Making construction projects
9. Going on a field trip
10. Having outdoor lessons
11. Getting to go home early
12. Going out to recess early
13. Getting to make puzzles
14. Spending time in the library
15. Getting extra lunch time
16. Going to an assembly
17. Competing with another class
18. Performing for parents
19. Singing songs

INDIVIDUAL

1. Going first
2. Running errands
3. Presenting at "Show & Tell"
4. Being group leader
5. Collecting materials
6. Being excused from a test
7. Helping clean up
8. Getting to sit where you want
9. Taking care of class pets
10. Playing a game
11. Free reading
12. Leading the flag salute
13. Telling a joke to the class
14. Being in a skit
15. Supervising a group outside class
16. Playing teacher
17. Decorating a Christmas tree
18. Taking class pet home for weekend
19. Leading songs
20. Being team captain
21. Reading to the principal
22. Being called on to answer
23. Seeing a film strip
24. Spending special time with the teacher
25. Choosing the game
26. Teaching younger children
27. Helping set up equipment
28. Choosing songs to sing
29. Studying with a friend in class
30. Going to the library
31. Putting up the school flag
32. Assisting another student
33. Getting to read a new book

TOKENS

1. Marks on blackboard
2. Marks on a card
3. Gold stars
4. Numbers on a paper
5. Marks on a ladder with 50 steps
6. Marbles in a jar
7. Plastic chips that go on a ring
8. Poker chips
9. Pennies
10. Tickets
11. Punches on a card

Source: C.A.T.C.U.S., Arizona State Department of Education, 1976.

HELPS FOR CONVEYING MESSAGES

Source: Unknown

In addition to our educational vernacular, there are many expressions which we use that may leave a false, or undesirable impression. Here is a list of expressions which may leave a negative impression, with a kindred, more positive, phrase which might be used.

NEGATIVE EXPRESSIONS	MORE POSITIVE EXPRESSIONS
Must	Should
Lazy	Can do more when he tries
Trouble maker	Disturbs class
Uncooperative	Should learn to work with others
Cheats	Depends on others to do his work
Stupid	Can do better work with help
Never does the right thing	Can learn to do the right thing
Below average	Working at his own level
Truant	Absent without permission
Impertinent	Discourteous
Steal	Without permission
Unclean	Poor habits
Dumbbell	Capable of doing better
Help	Cooperation
Poor	Handicapped
Calamity	Lost opportunity
Disinterested	Complacent, not challenged
Expense	Investment
Contribute to	Invest in
Stubborn	Insist on having his own way
Insolent	Outspoken
Liar	Tendency to stretch the truth
Wastes time	Could make better use of time
Sloppy	Could be doing neater work
Incurred failure	Failed to meet requirements
Mean	Difficulty in getting along with others
Time and again	Usually
Dubious	Uncertain
Poor grade of work	Below his usual standard
Clumsy	Not physically well coordinated
Profane	Uses unbecoming language
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Bashful	Reserved
Show-off	Tries to get attention
Will fail him	Has a chance of passing, if

DIAGNOSING A CLASSROOM PROBLEM

Goals:

To move from creative thinking to creative action and to learn to become more effective problem solvers.

Group Size:

Classroom

Level:

High School

Materials Needed:

None

Process:

1. Begin a discussion of classroom problems such as tardiness, discipline, and the like.
2. Draw this form on the board:

Problem:	
Goal:	
Helping Forces	Holding Forces

3. Ask the class to list problems which hinder solution and factors contributing to the solution.
4. Circle factors which the class feels it can improve upon and/or hindering factors which could be eliminated or improved upon.
5. List action steps.
6. Review the steps you have listed and circle those which seem promising.
7. List the steps you have circled; then for each such step list the materials, people, and other resources which are available for carrying out the action.
8. Review the final list of action steps and resources and think about how each might fit into a comprehensive framework of action. Eliminate those which do not seem to fit into the overall plan, and think about a possible sequence of action.

Source: *Teaching Interpersonal Social Skills, San Diego County Department of Education, 1974.*

GOOD STUDY HABITS—Intermediate Level

A. Study helps for the student

1. Learn to study with a purpose. Find out why you are reading a selection. Take notes, don't daydream.
2. Begin your work promptly. The sooner you begin your assignment the better.

3. Make sure that you have your assignments written down and you follow the directions exactly.
4. Keep your desk clean and orderly. Before you work, see that you have all the necessary materials: pen, paper, textbook, ruler, eraser, notebook, dictionary.
5. In the classroom listen carefully and ask questions when you are puzzled during the explanation.
6. In the library the good student knows how to find what he is after and makes notes on what he finds.
7. Keep track of what you have accomplished each day.
8. When you have completed an assignment use any remaining time to work on other assignments.
9. Do one lesson at a time. Before you start to work on a lesson, plan how you are going to do it. Then get started immediately—don't waste time.
10. Always try to work out your problem and your own ideas before you seek help.
11. Your teacher is always ready to help you solve your study problems. He understands your work better than anyone else.
12. When you concentrate, your entire mind is concerned with the material you are working on.
13. Keep your mind on your work.
14. When you read try to remember what you read.
15. Keep trying to improve. The more you practice the longer you will be able to concentrate.

Source: Green Bay Public Schools, Green Bay, Wisconsin, 1962, p. 3.

STUDY GUIDE FOR STUDENTS

TIME FOR STUDY

I. Introduction

A. Studying is a very personal endeavor—No one can study for you.

B. There are general rules that will help you to solve your studying problems.

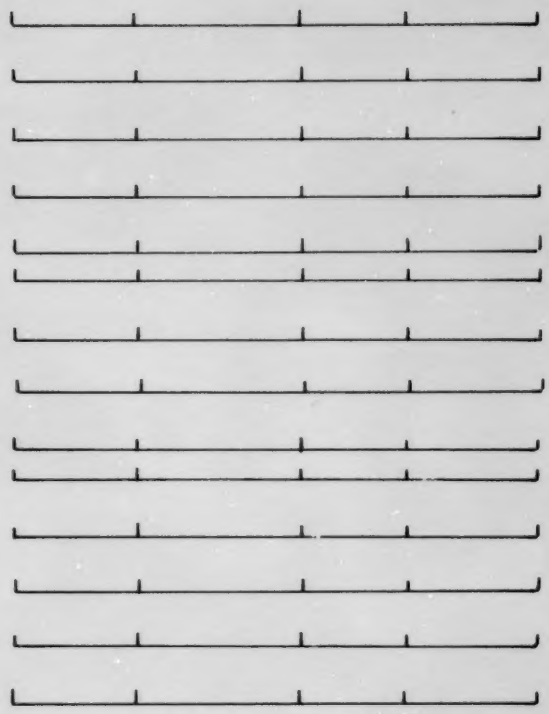
C. Learning how to work is as important as getting your work done.

D. By organizing your study habits you can:
   1. Save yourself a lot of time and work in the future.
   2. Improve your work and grades.
   3. Accomplish more with less effort.

II. TEST YOURSELF: How do your *present* study habits stack up?

	yes	usually	sometimes	occasionally	no
Do you have your own place to study?					
Is it quiet, well lighted and free from distractions?					
Do you write your assignments in an assignment book?					
Do you have your equipment ready before you begin to study?					
Assignment book?					
Textbooks, dictionary?					
Paper, pencils, eraser, etc?					
Do you get enough rest each night?					

Do you eat a good breakfast?
Do you put all thoughts out of your mind that do not apply to the subject?
Do you set up a daily schedule of study both for study hall and for home study?
Do you do your assignments every day never let work "pile up"?
If you are absent, do you make up the work missed promptly?
Do you do your own work?
Do you follow the specific directions for the assignment?
Do you look for the main thought in the work you are studying?
Do you make notes of the important points you study?
Do you use the dictionary effectively?
Do you make effective use of library facilities?
Do you make sure you understand what you are to learn from the assignment?
Do you listen—really listen—while in class?
If the material is not clear, do you get help from the instructor?



III. Plan a Study Schedule

A. Planning your work and making a good study schedule will improve your study habits.

1. Set aside certain hours each day for continuous study.
2. Establish the habit of studying at these hours.
   a. This is after school time as well as during school time.
3. If your study schedule doesn't work, keep trying. The problem of organizing your time teaches you many valuable techniques of study.
4. Here are some good tips for any study plan you choose.
   a. Do as much studying in the day time as you can.
   b. Do one lesson at a time.
   c. Before you start to work on a lesson, plan how you are going to do it. Then get started immediately—don't waste time.
   d. Don't worry about the next lesson until you have completed the first one.
   e. Try setting a specified time limit for studying a lesson.
   f. Unless you worry about a hard lesson, do the short lesson first.
5. Check over the next day's assignments during the first few minutes of your study period.
6. Save a few minutes at the end of your study period in order to review tomorrow's work.
7. Make a list of all the things you have to do tomorrow.
8. Remember! Every time you remove a small trouble spot in your studying schedule, you have added a good habit and a time-saving one.
9. Your teacher is always ready to help you solve your study problems. He understands your work and your grades better than anyone else.

B. **Your Schedule**

Organize your study time—
Fill in this schedule:
(a) your classes
(b) regular obligations (music lessons, dinner, etc.)
(c) allot regular time to study of each subject you are taking.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
- 8:00						
8:00 - 8:30						
8:30 - 9:30						
9:30 - 10:30						
10:30 - 11:30						
11:30 - 12:30						
12:30 - 1:30						
1:30 - 2:30						
2:30 - 3:30						
3:30 - 4:30						
4:30 - 5:30						
5:30 - 6:30						
6:30 - 7:30						
7:30 - 8:30						
8:30 - 9:30						
9:30 - 10:00						

STICK TO THIS SCHEDULE

IV. Principles of Study—There are four important principles of good study technique

A. **LEARNING TO CONCENTRATE**

1. When you concentrate, your entire mind is concerned with the material you are working on.
2. When you read, try to remember what you have read.
3. Stop and repeat it to yourself.

B. **PAYING ATTENTION**

1. Listening and looking are the key secrets to paying attention.
2. When you really listen, you hear every word the instructor says.
3. Listening is the secret to following directions.

C. **FOLLOWING DIRECTIONS**

1. Read your assignment over carefully and follow it exactly.
2. Don't make changes even though you think you can improve it.

D. **GOOD WORKING HABITS**

1. Keep your tools in good condition.
2. Keep your desk neat and clean.
3. If you have a place for everything, then you can find it when you need it.
4. Always work under good lighting conditions.
5. You should have several good reference books.

V. METHODS

A. Start studying early in the school year.

B. As you study, do the following:
1. Read your notes—one lesson at a time.
2. Go over the material again and again.
3. Stop at the end of each lesson and check what you remember.
4. The idea is to commit to memory the major points. They become signposts to all the information.

5. Connect question and answer by recalling the topic that fits the subject of the question.

C. Writing the examination correctly

Take a look at the entire examination and determine approximate time to be given to the answering of the various questions.

1. Be sure you understand the question—read it carefully.
2. Connect the question with your notes.
3. Plan your answer.
4. If you do not understand the question, ask your teacher.
5. If you get stuck on a question, go on to the next one.
6. Check over your paper before you hand it in.

Source: *Study Habits for Students—Grades 7-12*, Green Bay Public Schools, Green Bay, Wisconsin, 1962.

The Miracle Workers

PURPOSE

This strategy poses a problem that confronts the student with many attractive alternatives to choose from. It helps him get in touch with his feelings about what is important to him.

PROCEDURE

The teacher provides students with the worksheet below containing the names of fifteen miracle workers. Each student works alone and chooses the five miracle workers he values the highest; that is, the five whose gifts the student would most like to receive. Then, each student is asked to pick five more names. This leaves five miracle workers in the least desirable group.

Then students form into groups of three to discuss their choices and see if they can discover any patterns. Some helpful questions are: What seems to link together the five most desirable people and what joins the five least desirable to you? What values were you upholding in your choices? Are there any choices that somehow seem out of place with the others in that grouping?

At this point, the discussion can take different forms. Some teachers invite students to share their feelings about a miracle worker in their most or least desirable group. Or the class can role play the miracle workers, with each person arguing for why he is more powerful, more needed, more useful for mankind than the others.

Then the teacher asks the students a difficult question: "What are you now doing to acheive what your top five miracle workers could do for you? Make a list, in your Values Journal (Strategy Number 17), of what you are doing or could do."

Finally, the teacher asks for some Self-Contracts (Strategy Number 59) based on the learnings from this exercise. The implication is that each of us is a miracle worker. What miracles do we want to strive for? Where do we begin? How can we help each other?

WORKSHEET

A group of 15 experts, considered miracle workers by those who have used their services, have agreed to provide these services for the members of this class. Their extraordinary skills are guaranteed to be 100% effective. It is up to you to decide which of these people can best provide you with what you want.

The experts are:

1. *Dr. Dorian Grey*—A noted plastic surgeon, he can make you look exactly as you want to look by means of a new painless technique. (He also uses hormones to alter body structures and size!) Your ideal physical appearance can be a reality.
2. *Baron VonBarrons*—A college placement and job placement expert. The college or job of your choice, in the location of your choice, will be yours! (He also provides immunity from the draft if you wish.)
3. *Jedediah Methuselan*—Guarantees you long life (to the age of 200) with your aging process slowed down

proportionately. For example, at the age of 60 you will look and feel like 20.

4. *Drs. Masters Johnson and Fanny Hill*—Experts in the area of sexual relations, they guarantee that you will be the perfect male or female, will enjoy sex and will bring pleasure to others.
5. *Dr. Yin Yang*—An organismic expert, he will provide you with perfect health and protection from physical injury throughout your life.
6. *Dr. Knot Not Ginott*—An expert in dealing with parents, he guarantees that you will never have any problems with your parents again. They will accept your values and your behavior. You will be free from control and badgering.
7. *Stu Denpower*—An expert on authority, he will make sure that you are never again bothered by authorities. His services will make you immune from all control which you consider unfair by the school, the police, and the government (the armed forces included!).
8. *"Pop" Larity*—He guarantees that you will have the friends you want now and in the future. You will find it easy to approach those you like and they will find you easily approachable.
9. *Dr. Charlie Smart*—He will develop your common sense and your intelligence to a level in excess of 150 I.Q. It will remain at this level through your entire lifetime.
10. *Rocky Fellah*—Wealth will be yours, with guaranteed schemes for earning millions within weeks.
11. *Dwight D. DeGawl*—This world famed leadership expert will train you quickly. You will be listened to, looked up to, and respected by those around you.
12. *Dr. Otto Carengy*—You will be well-liked by all and will never be lonely. A life filled with love will be yours.
13. *Dr. Claire Voyant*—All of your questions about the future will be answered, continually, through the training of this soothsayer.
14. *Dr. Hinnah Self*—Guarantees that you will have self-knowledge, self-liking, self-respect, and self-confidence. True self-assurance will be yours.
15. *Prof. Val U. Clear*—With this help, you will always know what you want, and you will be completely clear on all the muddy issues of these confused days.

TO THE TEACHER

Even though there may be a great deal of noise and joking during this discussion, it is more than likely to be deadly serious. Don't be put off by the noise and bombast. Underneath, students will be trying very hard to make some sense out of the lives they lead.

Some good follow-up exercises could be the Values Survey (Strategy Number 7) or the Ways of Living (Strategy Number 67). The game format of the Miracle Workers makes it a good first experience of the three; it is somewhat more involving and lss threatening than the other two strategies.

Developed by, and used with the permission of, Mark Phillips, Center for Humanistic Education, University of Massachusetts.

Source: Taken from the book, *Values Clarification, A Handbook of Practical Strategies for Teachers and Students,* Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard, Hart Publishing Company, Inc., New York, N. Y., 1972, pp 338-342.

INTRODUCTION

"Career Education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

ELEMENTS OF CAREER EDUCATION

K — 6/7 — 9/10 — 12

Awareness — Exploration — Preparation

Self-Awareness		- Self-Identity
Educational Awareness		- Educational Identity
Career Awareness	Career Education, Home And Community Life	- Career Identity
Economic Awareness		- Economic Understanding
Decision Making		- Career Decisions
Beginning Competency		- Employment Skills
Employability Skills		- Employment Skills
Attitudes and Appreciations		- Self—Social Fullfillment

(Hauck, September, 1971)

Detailed definitions of each of the elements are as follows:

Self-Awareness: The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.

Educational Awareness: The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and present world, and the changing world in which he will assume a more complete, productive participation.

He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles; the knowledge of oneself as a participant in education and training—one's learning style, pace capabilities and capacities; and the ability to select and evaluate educational avenues for the development of personal career plans.

Career Awareness: The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

Economic Awareness: The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system, as it relates to career development, and to the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

Decision Making: The entering student has some understanding of the decision-making process, and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making with practice making decisions, and will come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions, to those which are increasingly irreversible, or reversible only at some cost of time, effort or money. The student should reach a decision which represents a career direction-setting by grade ten, or early enough to provide for the development of entry-level skills in career planning prior to leaving school. Career decisions are defined as a career direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

Beginning Competency: Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by buying devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities, or by creating new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications, in order to provide for employment skills. Additionally, this development will feed into other elements of career education such as career identity, self-identity, and economic understanding.

Employability Skills: The element, employability skills, is concerned with locating and obtaining career placement, both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.

Attitudes and Appreciations: The element, attitudes and appreciations, was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen, and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work, with appreciations for his own role and the roles of others.

The following are selected samples of career education materials and their sources which may be useful in a comprehensive guidance program.

Sample Career Education Activity K - 4

Self-Awareness

Sample Career Education Activity 5 - 8

Career Awareness

Sample Career Education Activity 9 - 12

Decision-Making

ELEMENT REFERENCE Self-Awareness

AREA Kindergarten - Self

Objective	Selected Activities	Resources
The student will understand the rights and responsibilities of the individual by physically performing a predetermined number of tasks at home and at school. Teacher Notes and/ or Suggestions:	1. Identify tasks of students at home. 2. Discuss attitudes and habits necessary for all tasks. 3. Put away toys, water flowers; straighten books on the shelves. 4. Participate in games, art activities, music activities. 5. Play "family" — each child responsible for certain chore. 6. Request parents to assign each child a task to do at home. Have parent keep a record for one week on whether the child performs the task, and how well he does it. Allow child to tell classmates about his task. 7. Assign housekeeping jobs. Talk about how jobs make people happy or comfortable. Evaluate the housekeeping task results at school. Give recognition to those who have completed the tasks successfully and assistance to those who need further guidance.	1. Teacher-made charts: "Do you help?" (Things I can do at school to help) 2. *Making Music Your Own* (Book) Silver Burdette Pub. Co. 3. *A Job for Joey* (Book) *Adventures in Living* (Storybooks Series) Western Pub. Co.

Source: *Career Education Curriculum Model,* A Guide for Teachers Grades K through 4, Alabama State Department of Education, Montgomery, Alabama, 36130, Bulletin 1976, No. 22.

ELEMENT REFERENCE Career Awareness

AREA Grade 5 - Math

Objective	Selected Activities	Resources
The student will understand the relationships between careers chosen and life-styles. Teacher Notes and/or Suggestions:	1. Students will research appropriate information concerning career clusters which are related to mathematics. 2. After selecting a career cluster related to mathematics, students will choose three jobs and identify the lifestyle that goes with each of the jobs. 3. Students will become aware that career choices often determine the life-style which one leads. 4. Each student will share orally with the class one interesting or unusual new career which could offer good opportunities in 1980's. He/she will pretend to be in this career field and will determine if income derived from this career is enough to pay for necessities (food, housing, clothes) and luxuries. 5. Students will participate in setting up classroom learning centers with appropriate information concerning careers related to mathematics. 6. Students will hear resource people discuss the relationship of their careers to individual life styles.	1. Occupational Outlook Handbook 2. Resource people from careers related to math 3. USOE chart of career clusters 4. Unit, "For People Interested in Careers in Math" available through State Department of Education, Career Education office 5. *Handbook of Job Facts* (Book) Science Research Associates

Source: *Career Education Curriculum Model,* A Guide for Teachers Grades 5 through 8, Alabama State Department of Education, Montgomery, Alabama, 36130.

ELEMENT REFERENCE Decision Making

AREA 11-Social Studies

Objective	Selected Activities	Resources
The student will become acquainted with local industries and job opportunities and he/she will list five requirements needed for job qualification in one chosen career. Teacher Notes and/ or Suggestions:	1. Students will visit local industries and write a report on their observation. 2. Local business leaders will be invited to class to discuss job opportunities, wages, qualifications required and job responsibilities. 3. Students will discuss their choice of career preparation programs and use, particular interests, aptitudes, and achievements to substantiate reasons for choice. 4. Students will interview successful people in the community to see how many career roles they went through to get where they are now. 5. Students will explore through interviews with local agencies, the requirements for preparation in all possible areas of work and report orally to the class. Files will be kept. 6. Students will participate in periodic field trips to local businesses and industries to observe on-the-job training programs. 7. Students will interview persons employed in occupations where there is interest and aptitude for the work. They will relate this type of work to societal needs of today to discover potential job opportunities for the future. 8. Students will review the "want ads" section of local newspapers to determine area needs for employment and they will then research the information for preparation in the areas of work that interest him/her and prepare an essay on this subject.	1. Local businesses and industries 2. Community resource people 3. Local newspaper

Source: *Career Education Curriculum Model, A Guide for Secondary Teachers Grades 9 through 12, Alabama State Department of Education, Montgomery, Alabama, 36130.*

ADDITIONAL EDUCATION RESOURCES

Free or inexpensive material

Selected Sources of Career Information

Selected Career Resources — on a limited Budget of $700

Source: *Career Resource Centers*, developed for Eastern Upper Peninsula Intermediate School District, Career Exploration and Related Training (Project CERT), Career Education Planning District No. 6, 315 Armory Place, P. O. Box 883, Sault Ste. Marie, Michigan, 49783, August 1977.

FREE OR INEXPENSIVE MATERIAL

- *A V Quick-list:* Career Education, Baker and Taylor, Momence, Illinois (1973).

- *Bibliography of Career Education Materials,* Educational Properties, Inc. Post Bos DX, Irvine, California 92664.

- *Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12,* Charles A. Jones Publishing Company, Greenville, Indiana (1973).
  A valuable reference which provides leads to more than 200 career development instructional aids already selected and used by teachers and guidance personnel across the country.

- *Career Education News,* Harcourt, Brace, Javonovich, Inc., 757 Third Avenue, New York, New York 10010.
  This periodical describes current career education materials. It is offered on a subscription basis.

- *Career Education Resource Guide,* Career Resource Center, Erickson Hall, Michigan State University, East Lansing, Michigan 48823.
  Materials that relate to self-awareness, career awareness, career decision making, and planning and placement are abstracted in this guide. Materials are subdivided by grade level.

- *Career Guidance: A Handbook of Methods,* Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (1973).
  An abstracted account of more than 600 career guidance methods. It also provides help in the training of guidance personnel at all levels for it allows the reader a quick scan of the broad parameters of guidance and counseling methods.

- *Career Guidance Resources: A Handbook of Resource Abstracts—Grades K-14,* The Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (1977).
  An excellent source of career development materials. More than 500 printed, audiovisual, and manipulative materials are described in abstract form.

- *Career Index,* Chronicle Guidance Publications, Inc., Moravia, New York 13118. Published annually, this document lists free and inexpensive materials by careers and also by organizations that publish the materials.

- *Career Information Directory,* Information Systems Services, P.O. Box 1231, Milwaukee, Wisconsin 43201.

- *Career Tests and Resources,* San Diego County Department of Education, Public Services

Section/Career Guidance Services, 6410 Linda Vista Road, San Diego, California 97211 (1975).

An annotated review and evaluation of available and usable career guidance materials. This career guidance material information is published in looseleaf binder form and on needle sort forms.

- *Dealing in Futures: Career Education Materials for Students,* USOE Publication, U.S. Government Printing Office, Washington, D.C. 20402 (1977).

  The books and materials in this bibliography have been selected from the Collections of the Educational Materials Center (EMC) and from among currently available government publications.

- *Educators Guide to Free Materials,* Educators Progress Service, Randolph, Wisconsin 53956 (1976).

  This guide, which is published annually, provides sources of free films, filmstrips, and printed materials.

- *EPIE Career Education Set: Volume 1—How to Select and Evaluate Instructional Materials, Volume 2—Analyses of Seven Hundred Prescreened Materials,* EPIE Institute, 463 West Street, New York, New York 10014 (1975).

  Volume 1 contains information to assist persons in selecting and purchasing career materials. Volume 2 provides descriptions of more than 700 career education materials.

- *Inform,* American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

  This periodical, which can be obtained through subscription, provides up-to-date information on sources of current career information. *Inform* and the *Career Resource Bibliography,* which accompanies it, list career resources for specific occupational clusters.

- *Key Resources in Career Education: An Annotated Guide,* The National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208 (1976).

  This guide provides a source of comprehensive information about the field of career education. Materials referenced in the guide are useful to those developing and implementing a career education program.

- *The Multi-Media Catalog: Books, Periodicals, Films and Cassettes,* American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 (1976).

  This catalog, which is divided into twenty-five categories, provides information on career materials developed by and published by APGA. Ordering information on career materials developed by and published by APGA. Ordering information is also included.

- *NVGA Bibliography of Current Career Information,* Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 (1976).

  A listing of materials arranged by careers. Each item is evaluated according to NVGA standards. A second listing describes and evaluates career films.

- *Occupational Literature: An Annotated Bibliography,* H.W. Wilson Company, 950 University Avenue, Bronx, New York 10452.

  An alphabetical listing of occupational material with an indication of better quality materials.

- *Publications Catalog,* The Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

  Published periodically, this free document lists over 350 publications in the areas of career and vocational educations.

- *Resource Book of Low Cost Materials, American Institutes of Research, Box 1113, Palo Alto, California 94302 (1974).*

This document is a review of teacher handbooks and guides, career exploration, curricula and student texts, student guidance materials, and multimedia resources.

- *Resources for Career Development: An Annotated Bibliography,* Indiana Career Resource Center, 12019-09 South Greenlawn Avenue, South Bend, Indiana 46615 (1975).
  This document presents approximately 650 annotated and categorized listings. Included in this publication are annotated references to printed materials, games and simulations, film and cassette media, and test instruments.

- *Senior High Learning Resources for Career Education,* New Jersey Occupational Resource Center, Building 871, R.M.C. Plainfield Avenue, Edison, New Jersey 08817.
  An annotated listing and ordering information for a variety of career resources are included.

SELECTED SOURCES OF CAREER INFORMATION

Associations and Publishers

ABT Associates, Inc.
55 Wheeler Street
Cambridge, MA 02138

American Council on Education (ACE)
One Du Pont Circle
Washington, DC 20036

The American College Testing Program (ACT)
Box 168
Iowa City, IA 52240

American Guidance Services, Inc.
Publishers Building
Circle Pines, MN 55014

American Institutes for Research
Box 1113
Palo Alto, CA 94302

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

American Vocational Association
1510 H Street, N.W.
Washington, DC 20005

Arco Publishing Company, Inc.
219 Park Avenue S.
New York, NY 10003

Argus Communications
7440 Natchex
Niles, IL 60608

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11897

Bellman Publishing Company
P.O. Box 172
Cambridge, MA 02138

Benefic Press
10300 W. Roosevelt Rd.
Westchaster, IL 60153

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

B'nai B'rith Vocational Services
1640 Rhode Island Avenue, N.W.
Washington, DC 20036

Bobbs-Merrill Company, Inc.
4300 W. 2nd Street
Indianapolis, IN 44268

Bowmar Publishing Company
622 Rodier Drive
Glendale, CA 91201

Business and Professional Women's Foundation
2012 Massachusettes Avenue, N.W.
Washington, DC 20036

Career, Inc.
P.O. Box 135
Largo, Florida 33540

Charles A. Jones Publishing Company
Greenville, IN

Charles E. Merrill Publishing Company
Columbus, OH 43216

Changing Times Educational Services
1729 H. Street, N.W.
Washington, DC 20006

Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

The Chronicle of Higher Education
1717 Massachusettes Ave., N.W.
Washington, DC

College Entrance Examination Board (CEEB)
Box 592
Princeton, NJ 08540

Collier Macmillan Publishers
8701 Wilshire Blvd.
Beverly Hills, CA 90211

Counselor Films, Inc.
CFI Career Futures, Inc.
2100 Locust Street
Philadelphia, PA 19103

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, IL 60040

David C. Cook Publishing Company
850 N. Grove Avenue
Elgin, IL 60120

Doubleday and Company
School and Library Division
Garden City, NJ 11530

Doubleday Multimedia
1371 Reynolds Avenue
Santa Anna, CA 92705

Educational Affairs Department
Ford Motor Company
Dearborn, MI 48150

Educational Design, Inc.
47 W. 13th Street
New York, NY 10010

Educational Progress, Inc.
P.O. Box 45663
Tulsa, OK 74145

Educational Progress Services, Inc.
Randolph, WI 53956
Geneva, IL 60134
Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664

Educational Resources Information Center Clearinghouse on Counseling and Personnel Services (ERIC/CAPS)
611 Church Street
Ann Arbor, MI 48104

Educational Resources Information Center Clearinghouse on Career Education (ERIC/CE)
1960 Kenny Road
Columbus, OH 43210

Eye Gate House, Inc.
146-01 Archer Avenue
Jamacia, NY 11435

J. G. Ferguson Publishing Company
6 N. Michigan Avenue
Chicago, IL 60602

Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426

General Electric
Educational Relations Service
One River Road
Schenectady, NY 12300

General Learning Corp.
250 James Street
Morristown, NJ 07960

General Motors Corp.
Public Relations Staff
Detroit, MI 48202

Guidance Associates
757 Third Avenue
New York, NY 10019

Harcourt, Brace, Javonovich, Inc.
757 Third Avenue
New York, NY 10019

Harper and Row Publishers
10 E. 53rd Street
New York, NY 10022

Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Houghton Mifflin Company
1900 South Batavia Avenue
Geneva, IL 60134

Interstate Printers and Publishers, Inc.
1927 North Jackson Street
Danville, IL 61832

J.C. Penney Company
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Julian Messner
One West 39th Street
New York, NY 10018

King Features
235 East 45th Street
New York, NY 10017

Lennox Industries, Inc.
P.O. Box 250
Marshalltown, IA 50158

Lothrop Publishing Company
105 Madison Avenue
New York, NY 10016

Mar Media, Inc.
4401 Centre Avenue
Pittsburgh, PA 15213

McGraw Hill Books Company
330 W. 42nd Street
New York, NY 10036

McKnight Publishing Company
Box 2854
Bloomington, IL 61701

National Association of College Admissions Counselors
9933 Lawler Avenue, Suite 500
Skokie, IL 60076

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20092

National Association for Student Financial Aid Administrators
Lafayette, IN 47907

National Association of Student Personnel Administrators
Portland State University
P.O. Box 751
Portland, OR 97207

National Association of Women Deans and Counselors
1201 Sixteenth Street, N.W.
Washington, DC 20036

National Association of College and University Business Officers
One DuPont Circle
Washington, DC 20036

National Association of Trade and Technical Schools
2021 L Street, N.W.
Washington, DC 20036

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

National Merit Scholarship Corporation
990 Grove Street
Evanston, IL 60201

National Vocational Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 10009

Occupational Awareness
Box 5098
Los Angeles, CA 90055

Olympus Publishing Company
937 East Ninth Street
Salt Lake City, UT 84111

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochell, NY 10802

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Psychological Corporation
304 E. 45th Street
New York, NY 10017

Random House, Inc.
400 Hahm Road
Westminister, MD 21157

Richard Rosen Press, Inc.
29 East 21st Street
New York, NY 10010

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

Singer Education Division
Education Systems
Rochester, NY 14604

Society for Visual Education, Inc.
1345 Diversity Parkway
Chicago, IL 60614

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Vocational Biographies, Inc.
P.O. Box 146
Sauk Centre, MN 56378

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Wadsworth Publishing Company
10 Davis Drive
Belmont, CA 90025

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Westinghouse Learning Corp.
100 Park Avenue
New York, NY 10017

Xerox Education Publications
Education Center
Columbus, OH 43216

Educational Labs and Centers

Appalachia Educational Lab, Inc.
P.O. Box 1348
Charleston, West Virginia 25323

Center for Occupational Education
North Carolina University
Raleigh, North Carolina

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Central Midwestern Regional Educational Lab
10646 St. Charles Rock Road
St. Ann, MO 63074

Council for Educational Development and Research, Inc.
775 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Far West Laboratory for
Educational Research and
Development
2180 Milvia Street
Berkeley, California 94705

Northwest Regional Lab
400 Lindsay Building
710 S.W. 2nd
Portland, Oregon 97204

Southwest Regional Laboratory for
Education, Research, and
Development
11300 La Cienega Boulevard
Inglewood, CA 90304

Governmental Agencies

Michigan Employment Service Commission
Woodward at Grand Blvd.
Detroit, MI

National Institute of Education
1200 19th Street, N.W.
Washington, DC 20208

U.S. Department of Defense
High School News Service
Building 1B
Great Lakes, IL 60088

U.S. Department of Labor
3rd Street and Constitution Ave., N.W.
Washington, DC 20210

U.S. Department of Agriculture
Washington, DC 20250

U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

SELECTED CAREER RESOURCES — ON A LIMITED BUDGET OF $700

A career resource center can be started with many good materials that are available at no cost. This appendix provides a listing of occupational, educational, and personal-social information materials that require purchase. The assumption is made that any equipment needed to use the materials (e.g., film and filmstrip projectors, microfiche readers) is available. The materials were selected on the basis of covering occupational, educational, and personal-social information needs within a limited budget.

American Trade Schools Directory. Croner Publications, Inc., Queens Village, New York 11428.
Cost: $18.00

Barron's Guide to the Two-Year Colleges. Barron's Educational Series, 113 Crossways Park Drive, Woodbury, New York 11875.
Volume I—Guide to junior colleges, community colleges, and technical-vocational institutes, business schools, and four-year colleges with two-year programs. Volume II—Guide to colleges offering programs in Agriculture, Applied Arts, Business and Commerce, Medicine, Ecology, Health, Public and Private Services, and Trade and Technical Fields. Cost: $16.85.

Barron's Profiles of American Colleges. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797
Volume I—"Description of the Colleges"—College descriptions guide to junior colleges, community colleges, and technical-vocational institutes, business schools, and four-year colleges with two-year programs. Volume II—"Index to Major Areas of Study"—Occupational program selector designed as a guide to colleges offering programs in Agriculture, Applied Arts, Business and Commerce, Medicine, Health, Public and Private Services, and Trade and Technical Fields. Cost: Volume I—$6.95, Volume II—$4.95.

Career Choice: A Lifelong Process. Guidance Associates, 757 Third Avenue, New York, New York 10017.
This two-part audiovisual presentation assists individuals in understanding that career choice is a process. Part I studies factors that determine the relative importance of work and identifies three career phases people go through: exploration, building, and maintenance. Part II applies concepts explained in the first part by providing four case studies. Cost: $48.50.

Career World. Curriculum Innovations, Inc. 501 Lake Forest Avenue, Highwood, Illinois 60040.
This magazine, which is published monthly during the school year, is aimed at making students aware of the various careers open to them. Cost: $3.50 per student per school year; minimum of fifteen subscriptions ($31.50).

Careers. Parker Brothers.
Players use a board game format to accumulate combinations of fame, happiness, and money points for educational achievement levels and work experiences in various occupations. The game is of questionable relevancy to the real world of work, but has definite value as a career awareness tool. It can help stimulate group discussions on values and attitudes toward success. Cost: $5.49.

Concise Handbook of Occupations. J. G. Ferguson Publishing Company, Six N. Michigan Ave., Chicago, Illinois 60602 (1974).
Alphabetically arranged by careers, the information presented about each career is concise, factual, and current. A picture of a person doing each job is illustrated. Cost: $12.95.

Coping with . . . Book Series. American Business Service, Inc. (1970).
A set of twenty-three short paperback books that deal with problems current to junior or senior high students. Books are grouped into the following areas: *The Facts and Fantasies Books; The Crutches Books, The Getting Along With Others Books, The You-Yourself Book*. Cost: $20.00.

Coping With Competition. Guidance Associates, 757 Third Ave., New York, New York (1974).
Filmstrips and records show, through a narrative, common adolescent problems. Dramatic scenes deal with competition on a swim team; a family argument over education; playing for enjoyment; and playing for winning. Cost: $46.50

Dictionary of Occupational Titles. U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Volume I—"Definitions of Titles"—Defines more than 20,000 occupations. Volume II—"Occupational Classifications"—Presents the coding system used and groups jobs according to work field, purpose, product, subject matter, industry, worker traits, and abilities. Cost: Volume I—$9.40, Volume II—$6.75.

Decision Making for Career Development. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60106.
A set of activities that allows students to analyze decisions and the decision-making process through role playing situations. The kit contains four audio cassettes and student response booklets. Cost: $50.00.

The Ebony Success Library. Southwestern Publishing Co., 5101 Madison Rd., Cincinnati, Ohio 45227 (1973).
Volume I—"One-thousand Successful Blacks." Volume II—"Famous Blacks Give Secrets of Success." Volume III—"Career Guide."

Encyclopedia of Careers and Vocational Guidance. J. G. Ferguson Publishing Co., Six N. Michigan Avenue, Chicago, Illinois 60602. (1975) 1,500 pp.
This two-volume set is designed to make high school students aware of various careers. Volume I—"Planning Your Career"—discusses planning and choice. Volume II—"Careers and Occupations"—provides facts about 650 occupations. Cost: $39.50.

Guide to College Majors. Chronicle Guidance Publications, Inc., Moravia, New York (1976-77).
This guide is published in two volumes and is updated annually. Cost: $5.50/volume, $10.00/set.

How to Get a Job. Collier Macmillan Publishers, 8701 Wilshire Blvd., Beverly Hills, California 90211 (1974).
Topics of discussion in this booklet include where to look, application, interview, follow-up, test-taking, resumes, and references. Cost: $2.00.

I Can Be Anything: Careers and Colleges for Young Women. College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (1975).
This guide provides information about a wide variety of careers which women can enter. For each career, information on the job, the education needed, how many women are employed in the field, the salary range, the future for women in the career, and placed to contact for further information are provided. Cost: $6.50-hard cover, $4.50-soft cover.

If You're Not Going to College. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.
This booklet provides information on occupational and training possibilities for students not planning to attend colleges. Cost: $2.10.

An Introduction to Value Clarification. Educational Relations Department. J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, New York 10019.
A kit containing posters, transparencies, and worksheets which starts the user thinking about "What's important to me?" and "What do I value?" Cost: $10.00.

Job Finding Kit. Vocational Curriculum Management Center, Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504.
A brochure that discusses the problem of job hunting. Self-appraisal, career awareness, preparing a resume, sources of job information, and handling a job interview are topics discussed. Cost: $0.25.

Job Hunting: Where to Begin. Guidance Associates, 757 Third Avenue, New York, New York 10017.
A filmstrip presentation that attempts to clarify students' understanding of employment sources while helping them build self-confidence. The various types of employment agencies, the role of the job counselor, civil service exams, and how to answer want ads and handle job interviews are discussed. Cost: $48.50.

Jobs and Gender. Guidance Associates, 757 Third Avenue, New York, New York 10017 (1971).
Fast-paced interviews that challenge sex stereotypes about "masculine" and "feminine" work roles. Represented are a female carpenter and newspaper reporter and a male nurse and early childhood teacher. Cost: $46.50 (2 filmstrips/2 cassettes).

Life Career Game. Bobbs-Merrill Co., Inc., 4300 W. Second St., Indianapolis, Indiana 44268.
This game is a simulation involving education, leisure time, marriage, scholarship, and career opportunities. The game's purpose is to improve career decision making. The game is recommended for use at the senior high school and college levels. Cost: $35.00.

Lovejoy's Career and Vocational School Guide. Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.
Cost: $7.95.

Lovejoy's College Guide. Simon andd Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.
A complete reference book covering more than 3,600 American colleges and universities. Cost: $7.95.

Making Value Judgments: Decisions for Today. Charles E. Merrill Publishing Company, Columbus, Ohio 43216 (1972).
Using an inquiry-oriented approach, this book helps students clarify their values in order to find their own identity and give purposeful direction to their lives. Cost: $3.00.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, Washington, D.C. 20402.
This standard occupational information resource provides up-to-date information on more than 800 occupations in thirty industries. Information provided describes the type of work, education requirements, job predictions, salary ranges, places of mployment, and sources of additional information for each occupation. Cost: $6.95.

Occupational Outlook Quarterly. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.
Cost: $1.50/year.

Occupational View-Deck. Chronicle Guidance Publications, Moravia, New York 13118.
This self-evaluative counseling aid offers students opportunities to explore 605 occupations in order to find those compatible with their temperament, interests, education, training programs, physical capabilities, and desired working conditions. Cost: $90.00.

The Official College Entrance Examination Board Guide to Financial Aid for Students and Parents. Elizabeth W. Suchar and Phyllis Harris. Simon and Schuster, Inc., One West 39th Street, New York, New York 10018.
This books provides practical financial aid information for college-bound students, their parents, and their advisors. Cost: $4.95.

Resume Workbook, Fourth Edition. Caroll Press Publishers. Princeton, Rhode Island 02920 (1970).
This workbook is designed to help individuals write a resume. It provides helpful suggestions to audiences ranging from high school dropouts to persons returning to the labor market. Cost: $5.00.

Student Aid Manual. Chronicle Guidance Publications, Inc. Moravia, New York (1977).
This guide is periodically updated. Cost: $7.50.

Values Clarification: A Handbook of Practical Strategies for Teacher and Students. Pennant Educational Materials.
This book contains strategy situations designed to engage, individuals in the examination of values. The strategies force individuals to examine their own feelings, ideas, and beliefs to relate values to their decisions.

What Color Is Your Parachute? Richard Nelson Bolles. Ten Speed Press, Box 3410, Berkeley, California 94704.
This illustrated book is designed to assist individuals who are in the process of job hunting. A step-by-step plan is described on how to obtain a job on one's own, how to find the jobs that are never advertised, and how to choose experts who can help. Cost: $8.95.

What To Do After High School. Charles G. Spiegler and William B. Reiner, Science Research Associate, 259 East Erie Street, Chicago, Illinois 60611.
A book geared towards noncollege bound students which helps them look at their abilities, interests, and achievements in relation to the world of work and their entry into it. Information about on-the-job training, apprenticeships, public and private vocational schools, technical institutes, community colleges, and the armed forces is provided. Cost: $3.10.

Why Am I Afraid to Tell You Who I Am? Argus Communication, 7440 Natchex Avenue, Niles, Illinois 60608.
This set of activities explores how emotions affect actions and decisions. Through exposure to the activities, students recognize the classic poses that individuals use to hid their real selves from others. The kit includes a paperback book, character cards, filmstrips, and records or cassettes. Cost: $55.00.

Your First Work on the Job. Guidance Associates, 757 Third Avenue, New York, New York 10017.
This kit provides humorous dramatizations that help reduce the high school student's anxiety towards the first job; prepares him/her for coping with new personalities, rules, and decisions; and stimulates relaxed group talk about entering the world of work. Cost: $48.50.

FOR CLASSROOM DISCUSSION

Personal Inventory

Name: _____
(Last) (First) (Middle) (Nickname)

Home Address: _____
Number and Street Telephone

Birthdate: _____
Month Day Year City County State

I have _____ brothers and _____ sisters older than I.

I have _____ brothers and _____ sisters younger than I.

Since I was born my family has lived in _____ different towns.

Father's occupation _____ Deceased _____
Year

Where employed? _____

Mother's occupation _____ Deceased _____
Year

Where employed? _____

I do not live with my parents; I live with _____
Name Relation

I have also lived with _____
Name Relation

I am now in grade _____. My schedule this year is: _____

_____

I expect to finish _____ School.

In general my grades are: Excellent _____ Above average _____

Average _____ Below Average _____

My favorite subjects in school are: _____

The subjects I like least are: _____

After I graduate from junior high, I plan to attend _____

After high school, I hope to attend _____
Trade School/College/University

Get a job _____. I hope to work for _____

as a _____

After high school, I plan to be a housewife _____. I expect to hold a job, too _____.

I do not plan to work _____.

I prefer to work: Outdoors _____ Indoors _____

With people _____ With machines _____

I prefer clerical jobs _____.

My big ambition in life is to become a _____
Occupation or Profession

and live in _____
City and State

My favorite activities are:

_____ Sports. I participate in _____

_____ Reading. My favorite authors are _____

_____ Clubs. I belong to _____

_____ Music. I play the _____

I am a member of the Band _____ Chorus _____ Other _____

_____ Handicrafts. I make _____

_____ Homemaking (cooking, sewing, etc.). I enjoy _____

_____ Do-it-yourself projects. I make or repair _____

_____ Dances. I go to dances about _____ per month.
Times

_____ Others. These include _____

My favorite hobbies are: _____

I hold leadership positions in the following groups:

	Group	School	Community
1.			
2.			
3.			

List the three occupations or professions which appeal to you most, in the order of your preference:

First choice _____

Second Choice _____

Third choice _____

List all the places you have visited outside of your home. _____

_____

List any sightseeing you have done outside your home. _____

_____

List any type job you have had, and indicate how you liked working on the job. _____

_____

_____

_____

_____

_____

"Guidance Units for the Learning Laboratory to Teach Basic Skills in a Cultural Deprived Area" Dade County Public Schools, Miami, Florida, Federal Project No. 437A.

INTRODUCTION

One of the more noteworthy trends in recent years has been a gradual broadening of the school's conception of its responsibility for providing special types of placement assistance. Recognizing that students do not, of necessity, answer their placement needs when leaving school, it now appears that the trend is to provide services both for students in school and those who have left. This latter group may include former students who have dropped out of school prematurely or those who have graduated and seek proper placement as a path toward personal fulfillment. Naturally, there are both private and state supported agencies which provide professional placement services but interestingly enough, a guidance placement service is one of the few that can serve in both a coordinating capacity and a placement capacity. That is to say that when professional placement services are available, it may be well for the guidance placement service to serve as a liaison between the student and such a professional placement agency. A cooperative effort such as this provides a positive attitude toward the school and what it is attempting to do for its students.

Source: Gutsch, Kenneth U., and Alcorn, John D., *Guidance In Action: Ideas And Innovations For School Counselors,* Parker Publishing Company, Inc., West Nyack, N. Y., 1970, p. 135.

PLACEMENT COUNSELING: PITFALLS AND ADMONITIONS

As counselors become involved in the placement of students, it if often quite easy for them to forget that one of their primary responsibilities is to assist individuals to grow in their capacity to be responsible and self-sufficient. Although the student may have an immediate need for a job or to select a college, ultimately he will be confronted with a continuing responsibility for making decisions relative to the development of a lifelong career. This means that counselors must concern themselves with a student's long-range objective of personal development while attending to his immediate objective of getting a job or selecting a college.

As an example of the problem involved, Joe Smith may initially seek a job which is consistent with his present needs for financial support and with his current view of self in terms of what he is and what he has to offer. However, as he gains experience and maturity, he will probably begin to see himself in a different light, will become dissatisfied with his initial choice, and will eventually seek another position which more nearly meets his changing needs. On the average, Joe can be expected to change occupations at least three to four times during his life span in an evolving pattern of career development.

Thus, if the placement service is to assist Joe adequately in meeting his vocational needs, he must learn in his initial placement experiences the skills and insights which he will need subsequently to plan and carry out his lifelong pattern of career development. In this sense, placement is not something to be done for Joe so much as it is something which helps him to learn to do for himself. It seems that we are becoming more and more aware of the fact that securing a suitable job or selecting an appropriate academic institution is only one part of a total learning experience the nature of which is defined in terms of a process rather than a product—a means to an end rather than the end itself.

Source: Gutsch, Kenneth U., and Alcorn, John D., *Guidance In Action: Ideas And Innovations For School Counselors,* Parker Publishing Company, Inc., West Nyack, N. Y., 1970, p.p. 136-137.

JOB PLACEMENT

1. Through counseling, students are given assistance in exploring various job opportunities and in making decisions relative to vocational choices.
2. Up-to-date information about job opportunities in the community as well as descriptive information about employers is collected, organized, and made available to students.

3. Suggestions and information regarding recommended procedures and practices for seeking a job are shared with students through publications, individual counseling and group guidance sessions.
4. Avenues of communication between the school and potential employers are developed and maintained in order to facilitate contacts by students.
5. Close liaison is maintained between the school placement program and community agencies which provide vocational or employment services thus providing students with a broader exploitation of the many avenues of assistance open to them.
6. Placement files are initiated and maintained for all students seeking employment. Copies of the files are made available to employers who may potentially hire students.
7. Where feasible and desirable, arrangements are made whereby personnel people of major employers in the community may interview student applicants at the school.
8. Arrangements are made for students, individually or in groups, to visit employment settings they are considering.

SERVICES TO EMPLOYERS

1. Employers are given assistance in finding suitable applicants for position vacancies.
2. The placement program serves as a liaison between the school and employers in the community. Through lines of communication with the placement service, employers are more able to make their needs known to the school system.

SERVICES TO OTHER EDUCATIONAL INSTITUTIONS

1. The channels of communication between the counselor and other educational institutions such as trade schools, colleges, and universities assist admissions personnel in making requirements and special features of their respective programs known to applicants.
2. The counselor becomes a contact person through whom other educational institutions may obtain special types of information about students applying for admission to their programs.

SERVICES TO A SCHOOL

1. The placement of former students into appropriate jobs or educational settings enables a school to show tangible results of its program.
2. Through reciprocal relationships established between the placement service and employers, community agencies, and other educational institutions, a school has direct access to key segments of the community-at-large.
3. Through continued assistance provided to former students and through follow-up studies of school leavers, a school is able to obtain up-to-date information on the developmental progress of former students. Such information may be used by the school in evaluating its program.
4. The screening, selection and placement of students into special programs within the school assists the administration and faculty in implementing various curricular decisions.

Source: Gustch, Kenneth U., and Alcorn, John D., *Guidance In Action: Ideas and Innovations For School Counselors,* Parker Publishing Company, Inc., West Nyack, N. Y., 1970, pp. 139-141.

Steps to Career Placement

Reach and interact with students in order to serve them

- Needs assessment of all students is carried out to identify type and degree of need for services
- Students identified through assessment are contacted to register for services
- Promotion and outreach efforts are conducted to create student awareness of services
- Placement coordinator accepts referrals from career counselor and refers students needing career exploration to career counselor

Interact with employers in order to identify career opportunities

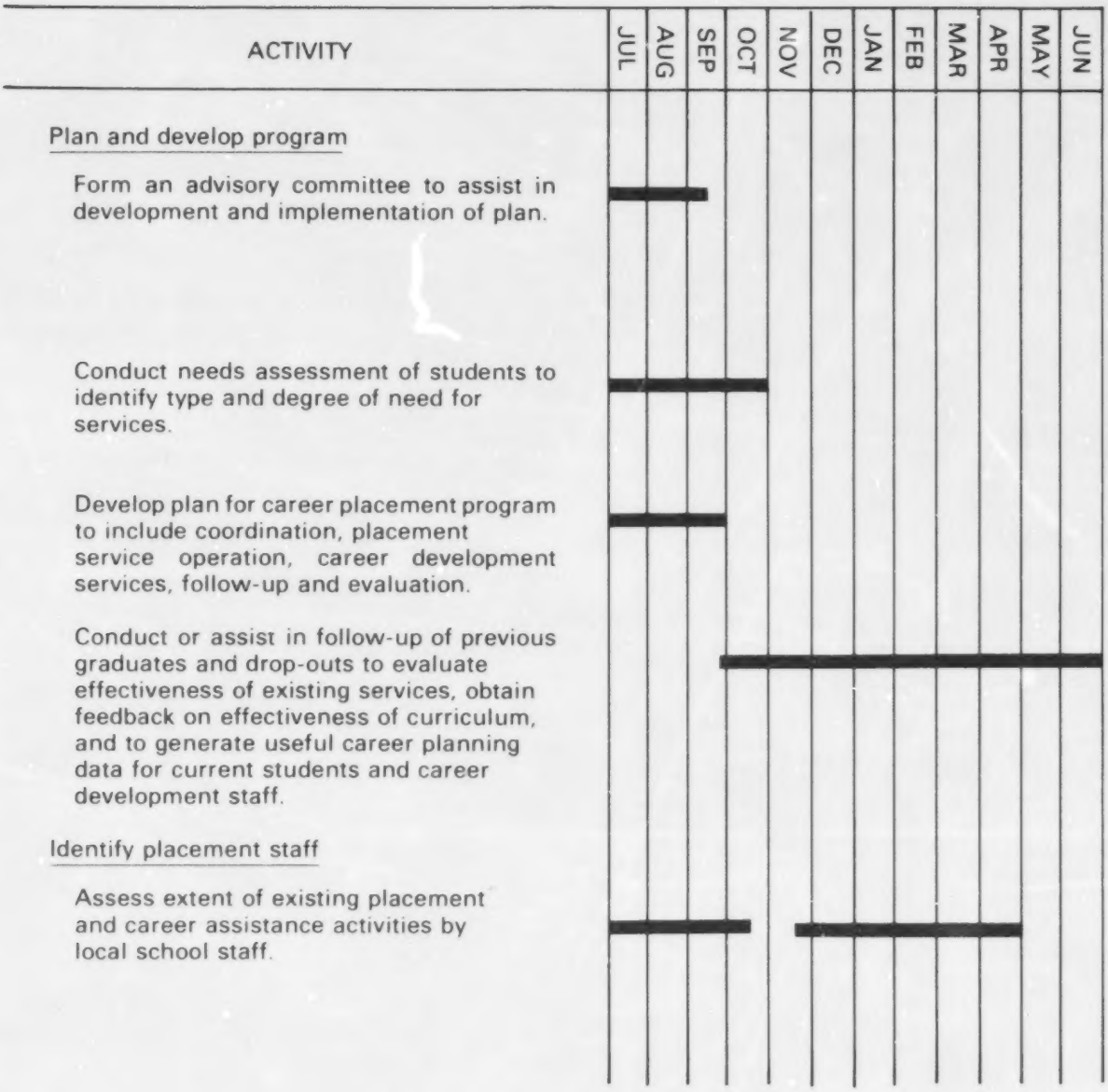
- A manpower survey is conducted to establish a central resource file of employer information to promote services, and to identify opportunities
- Visits to employers are made throughout the year by placement staff and other school staff
- Standardized reports of employer visits are completed by school representatives to be maintained by the placement office and disseminated to various departments
- Promotional efforts and special activities are conducted to identify placement opportunities
- Employer information file (data base) is established from manpower survey results, visitation reports, completed job orders, and related materials as central resource for job development and for career development activities of school staff.

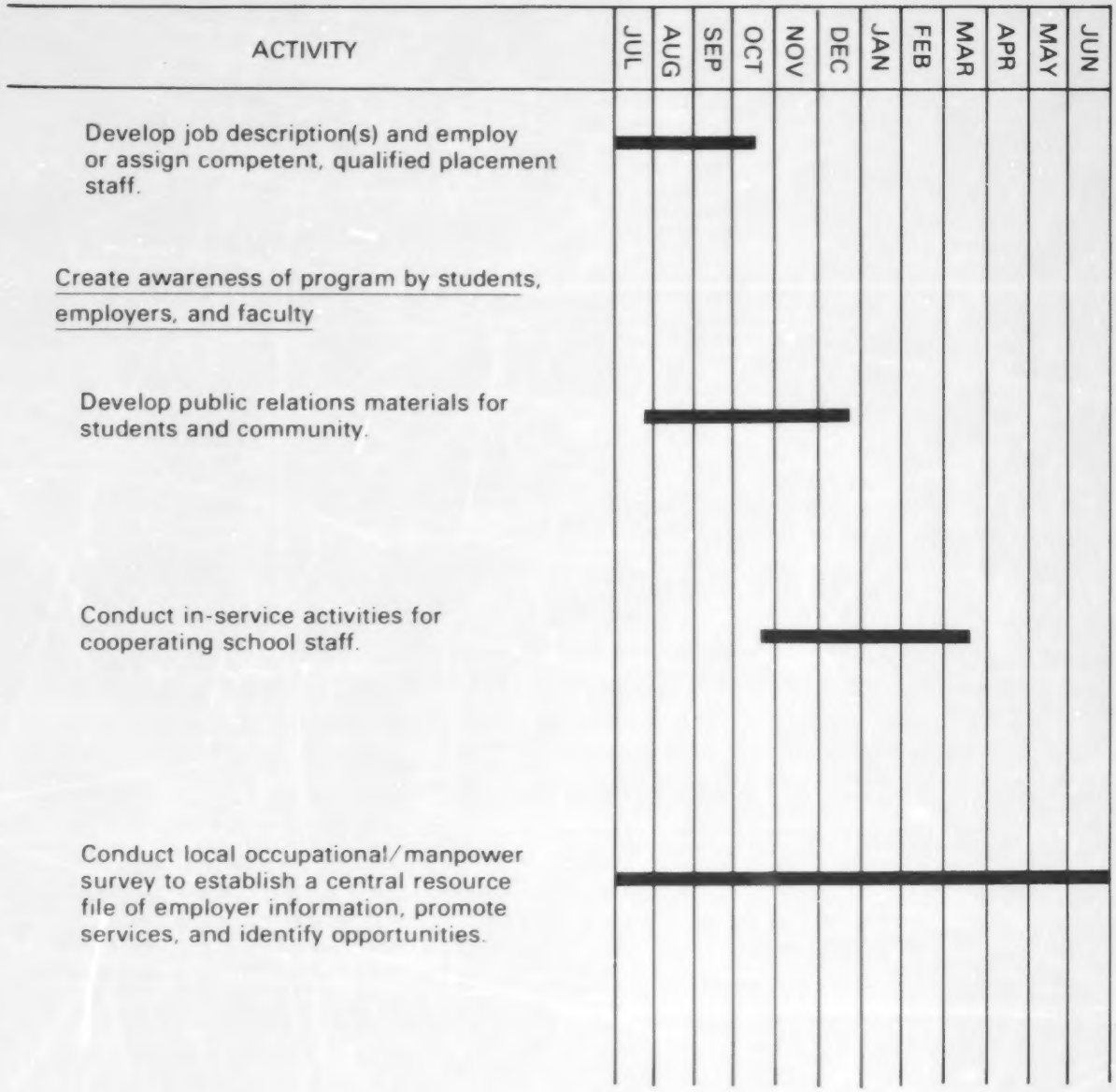
Refer students to career opportunities

- Students are referred to placement opportunities through placement office interviews, job bulletins, recruitment visits, and; other special activities.
- Follow-through of referral is carried out by student or employer completion of referral card; by phone, letter, or office contact with student or employer
- Students not hired return to placement office for additional job referral or for career assistance from placement or counseling staff

Source: *CAPS*, Career Assistance and Placement Services, Model Placement Center Project, Triton College, River Grove, Illinois, 60171. p. 79.

SUGGESTED SCHEDULE OF ACTIVITIES
CAREER ASSISTANCE & PLACEMENT SERVICES


ACTIVITY
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
Plan and develop program
Form an advisory committee to assist in development and implementation of plan.
Conduct needs assessment of students to identify type and degree of need for services.
Develop plan for career placement program to include coordination, placement service operation, career development services, follow-up and evaluation.
Conduct or assist in follow-up of previous graduates and drop-outs to evaluate effectiveness of existing services, obtain feedback on effectiveness of curriculum, and to generate useful career planning data for current students and career development staff.
Identify placement staff
Assess extent of existing placement and career assistance activities by local school staff.


ACTIVITY
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
Develop job description(s) and employ or assign competent, qualified placement staff.
Create awareness of program by students, employers, and faculty
Develop public relations materials for students and community.
Conduct in-service activities for cooperating school staff.
Conduct local occupational/manpower survey to establish a central resource file of employer information, promote services, and identify opportunities.

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Implement placement services operations from plan												
Develop procedures and forms needed for placement operation.	■	■	■	■								
Students identified through assessment are contacted to register for services.			■	■	■	■	■	■	■	■	■	
Promotion and outreach efforts are conducted to promote student awareness of services.			■	■	■	■	■	■	■	■	■	
Establish referral system to and from career counseling.			■	■	■	■						
Develop standardized reporting procedures for employer contact by all school staff and establish coordination of record keeping procedures.					■	■	■	■	■			
Schedule and begin regular visits to employers in cooperation with local school staff.	■	■	■	■	■	■	■	■	■	■	■	■
Conduct promotional efforts and special activities to identify placement opportunities.						■	■	■	■	■	■	

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Establish employer information file (data base) from manpower survey results, visitation reports, complete job orders, and related materials as a central resource for job development and for career development activities of school staff.												
Refer students to placement opportunities through placement office interview, job bulletins, recruitment visits, and other special activities.												
Institute procedures for systemic follow-through on placement services: verify job referral outcome, update placement opportunity listings, follow-up students and graduates placed.												

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Cooperate with co-op/work experience supervisors for placement of students in these programs.												
Hold regular meetings of advisory committee.												
Implement career development services from plan												
Conduct student competency-building activities in career planning and pre-employment preparation.												
Build career development resources based on needs assessment and follow-up, in cooperation with local career development staff.												

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Implement follow-up and evaluation procedures from plan												
Institute procedures for using student and employer follow-up data for revision of curriculum based on data from previous follow-up.						■	■	■	■	■	■	■
Conduct opinion/attitude survey of continuing students, faculty, parents and employers toward career employment placement services.	■	■	■								■	■

Source: *CAPS*, Career Assistance and Placement Services Model Placement Center Project, Triton College, River Grove, Illinoic, 60171, pp. 31-36.

SUGGESTED ACTIVITES FOR PLACEMENT OPERATION

Activity

1. Develop methods of contacting students through specific school programs or procedures.
   - Follow up each *response to needs assessment* with appropriate service
   - Develop a system of personal visits or presentations to students in classrooms
   - Contact *dropouts* through personal interviews as they withdraw. Mail or phone efforts to reach students *who have already left school* can be made to offer services
   - Contact *prospective graduates* through classroom announcements, special mailing, or other media
   - Contact former students identified through follow-up as needing placement assistance

2. Familiarize school faculty and staff with operational procedures so they can effectively refer and direct students to placement program.

3. Be creative and aggressive in outreach efforts to familiarize students with placement services and staff. Samples of successful approaches include:
   - Audio visual presentations
   - Distinctive office logo for all communications
   - Use of attractive hallway and office graphics/artwork
     Win student friends by displaying their work
   - Portable salescaster unit
   - Kiosk or other distinctive shape for bulletin boards
   - Job or career-of-the-week features

Activity

   - Special telephone service with recorded messages
   - Outreach booth
   - Sponsoring audio visual presentations by department chairpersons to advise students of career trends

4. Develop student record forms for data necessary to identify and reach the student to refer to career opportunities, and to record and follow-through services provided. Some considerations include:
   - Identifying data: name, address, telephone, program or major
   - Service data: type of placement desired, date available for placement, date, type, and outcome of contact(s)
   - Qualifications: skills, experience, date of birth, certificates held, and special group status
   - Personal: reason for leaving past employment and physical limitations
   - Format: needle-sort cards, revolving file cards, printed folders, etc.

Activity

1. Develop promotional materials and activities to gain employer involvement in the placement program. Use business cards, brochures, letters, newsietters, accompanying forms etc. Suggestions for communications include:
   - Facilitate employer involvement by clearly explaining services, procedures, forms, and schedules
   - Provide information on all educational and special programs offered by school
   - Show exact location of school, including transportation, and dining and hotel facilities when appropriate

2. Conduct systematic survey of employers to identify current and potential career opportunities. Use mail, personal visits, and organizations to obtain current information on potential sources of career placement. Standard information necessary may include:
   - Name, location, and type of company
   - Name, title, and phone of contact placement
   - Date of contact

- Type of service employer wishes to participate in
- Specific employment needs and requirements
- Convenient time for contacts
- Request for company literature

---

3. Plan special events or activities to bring students and employers together at the school. These might include career or job fairs; campus recruiting; and events for general or specific occupational areas. Suggestions include:
   - Be specific about time, date, building, and room locations
   - Clearly explain purpose of activity
   - Suggest materials to bring
   - Provide for special equipment or space arrangements
   - Provide time for meetings between faculty and recruiters
   - Provide recruiters with accurate schedule of appointments and special arrangements

---

4. Develop forms for listing of specific employment opportunities (job orders)
   - Card size is usually preferred, often with multiple copies: for posting, working copy, and instructor copy
   - Copy for posting may list full data (enabling students to apply immediately) or restricted data (enabling placement office to keep record of referral)
   - Basic data: Job title and description, name and address of company, name and phone of person to contact, and initials of person taking order
   - Special requirements apart from job duties include: legal age requirements, special training or courses, car needed on the job, etc.
   - Working/file copy should provide space to record action taken, referrals, follow-up notations, staff initials, and dates
   - Provisions may be made to code data: type of company, type of job, and related curriculum

---

Activity

---

1. Develop form(s) necessary to refer students directly to specific opportunities. The following considerations may be useful:
   - For the prospective employer: the information should introduce the student, indicate referral source and person to contact, provide opportunity for feedback, and explain any special procedures necessary
   - For the student: Information should serve as reminder of the interview and introduction to the employer
   - Referral card should facilitate feedback to placement office: outcome of referral, reasons for not hiring the student, postage-paid reply cards, and placement office telephone

---

2. Provide information for students to use in applying on their own for specific opportunities. Sample approaches include:
   - Explain procedures for transfer to higher education
   - Provide forms, catalogs, and addresses to obtain information on specific schools and programs
   - Provide lists of openings, application procedures, and sample test data for government employment, military service, apprenticeship, and other types of career opportunities

---

3. Develop methods to notify registered students of new employment opportunities and to maintain contact with registered students.

---

4. Develop forms and procedures to provide placement credentials service to students and former students. The file may be sent at the student's request to prospective employers or educational institutions. A credential file for each registered student might include:
   - Student resume
   - Official or unofficial transcript of school work
   - Evaluation of student or letters of recommendation by school staff
   - Evaluation of student or letter of recommendation from non-school references

   Students should be made aware, through pre-employment preparation efforts, of

proper use of credentials service to facilitate their career placement.

Activity

1. Develop methods to follow-through on contacts with employers and students
   - Acknowledge receipt of job orders
   - Verify status of job orders on a regular basis
   - Contact employers of placed students on a regular basis to verify continued employment and identify adjustment problems
   - Maintain current and complete central records through systematic efforts

2. Devise a record keeping system which facilitates evaluation of general and specific activities, meets requirements for annual reports, and facilitates future planning. Suggested considerations include:
   - Include placement activities by cooperating school staff
   - Identify all parameters needed for various reports: number of students served, types of activities, types of students served, types and/or locations of employers.
   - Use a system that minimizes time spent in recording activities, yet allows concise reporting of all placement activities

3. Follow-up on students placed to evaluate and identify additional career needs. Results of these efforts should correspond to institutional follow-up of all graduates and drop-outs.

Source: *CAPS*, Career Assistance and Placement Services Model Placement Center Project, Triton College, River Grove, Illinois, 60171 pp. 87-93.

COUNSELING RECORD

Name: Powell, Betty S. Date: Counselor Occupational Code: 045.108

Address: Telephone:

Sex	Race	Birthdate: Month: _____ Year: _____
M F	B W Other	

Goal: ☐ College 4-yr. ☐ College 2-yr. ☐ Business College
☐ Job ☐ Training-What Kind _____
☐ Military ☐ Apprenticeship
☐ Other: _____

COUNSELING RECORD

Interview Dates	Action Taken	Next Step

Date Closed _____

Reason: ☐ Satisfactory Adjustment ☐ Referred to other Agencies
☐ Withdrawn From School ☐ Dropout ☐ Has A Job
☐ Graduated ☐ Other

FRONT

Test Results:

Comments—Notes—Progress Report

PS 8/76

BACK

177

Father's Name:	Occupation:
Mother's Name:	Occupation:
Guardian's Name:	Occupation:

Number of Children in Family	Family Income Last 12 Months	Welfare	Food Stamps	Marital Status	Children of your own
_____	$_____	Yes ___ No ___	Yes _____ No _____	Married ____ Single ____ Divorced ____	Yes _____ No _____ How Many ___

Work Experience	Elements Liked	Elements Disliked

Circle Years of Education You Have Received	Special Training You Have Received
Elementary 1 2 3 4 5 6 7 8 High School 9 10 11 12	

Interest:

Physical Limitations:

Vocational Goals (Be Specific)

Alternate Vocational Goals (Be Specific)

Skills Developed (Be Specific)

Handicapped
Yes _____ No _____ What Kind _____

Curriculum You Have Followed	Name of College you will attend
Regular _____ Vocational _____ College Prep _____ If Vocational	Name of Technical School you will attend
	Name of Business School you will attend
	Other means of training

Do You Need Financial Aid For Training After High School? Yes _____ No _____

Comments By Students

INSIDE

Date _____ STUDENT INFORMATION CARD Job Services Needed Yes ___ No ___

Name: Powell Betty S.
(Last) (First) (Middle)

Address

(City) (State) (Zip Code)

Telephone Number

Social Security Number

Sex	Birthdate		Race
Male / Female	Month	Year	Black / White / Other

Type Job: Full Time / Part Time

Summer Job Only: Yes / No

U. S. Citizen: Yes / No

No. in Family

Family Income Last 12 Months: $

Marital Status: Married / Single / Divorced

Children: Yes / No

How Many

If Needed For Work Do You Have: Tools / Auto / Drivers License

Do You Have Transportation To Work? Yes / No

Height

Weight

Are you Handicapped? Yes / No

If So How

Circle Highest School Grade Completed:

Grade School	High School	College	Degree
1 2 3 4 5 6 7 8	9 10 11 12	13 14 15	16

MA 17 18 PhD 19

Do Not Write In This Block

Occupational Title	Months Exp.	Occupational Code
1 Counselor		045 108
2		

Father's Name

Occupation

Mother's Name

Occupation

Employment Status Now: Part Time / Full Time / Not Working

Econ Disad: Yes / No

Welfare: Yes / No

Food Stamps: Yes / No

Have You Worked For CETA? Yes / No

Future Plans: ☐ College ☐ Technical School ☐ Military ☐ Business College ☐ Job ☐ Marriage ☐ Apprenticeship Training ☐ Health Field ☐ Other

Interest:
1
2
3

Special Courses Taken Or Special Training Taken:
1
2
3

Date Closed

Reason: ☐ Has A Job ☐ Graduated ☐ Withdrawn From School ☐ Referred To A Social Agency ☐ Other

Year of Graduation

What High School Program Have You Followed:
Regular / Vocational
College Prep / Which One

FRONT

WORK HISTORY

Describe your longest and most important jobs (paid or unpaid). Begin with your most recent job.

Name of Employer	Job Title — Duties Performed — Machines Operated — Tools Used
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason For Leaving Job	
Name of Employer	
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason For Leaving Job	
Name of Employer	
Address	
Type of Business	
Duration / Ending Date / Pay	
Reason For Leaving Job	

Test Results

BACK

PS 8/76

HIGH SCHOOL GRADES AND ABSENCES

9th	10th	11th	12th

ABSENCES

CLASS SCHEDULE

9th		10th		11th		12th	
Class	Room No.	Class	Room No.	Class	Room No.	Class	Room No.

Teacher's Recommendations

Counseling Record

Dates

REFERRAL RECORD

Date Called	Date Ref	Employer	Job Title	Results

150

INSIDE

mobile county public schools

Placement Services

EMPLOYMENT

INTERVIEW

INFORMATION

NAME _____ PHONE _____

ADDRESS _____

FRONT

✓ Check List for Job Interview

PREPARATION

- ☐ Learn something about company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in Pocket Resume.
- ☐ Review, in your mind, your qualifications for job.
- ☐ Be prepared to answer broad questions about yourself.
- ☐ Bring any military discharge papers.

APPEARANCE

- ☐ Freshly scrubbed.
- ☐ Well groomed.
- ☐ Suitably dressed.
- ☐ Make-up in good taste.

INTERVIEW

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammar and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

TEST

- ☐ Listen to instructions.
- ☐ Read each question carefully.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

BACK

EDUCATION	Name & Address of School	How Long Attended	Year Graduated	Course or Degree
HIGHEST GRADE COMPLETED				
OTHER TRAINING, ETC				
TOOLS, EQUIPMENT, MACHINES OPERATED				

WORK EXPERIENCE (EMPLOYMENT RECORD)

EMPLOYER S NAME AND ADDRESS	NAME OF SUPERVISOR	FROM	TO	WAGE OR SALARY

REFERENCE	ADDRESS	PHONE NUMBER

PREVIOUS ADDRESSES

Number Street Zip Code Telephone No

OTHER INFORMATION

Social Security No

182 INSIDE

Give this form to the student for his records. He can carry it with him to each job interview for quick reference and additional information.

School:

JOB ORDER FORM

Employer:	Openings:		Occupational Title:
Address:	Employer's Job Title:		
Telephone Number:	Duration:		Rate of Pay:
Person To See:	Sex	Race	Age Range:
How To Reach:	Marital Status:		Hours of Work:
Interview Time Requested:	Number to Refer:		Union:

Placement Services

JOB DESCRIPTION

Experience:

Education and Training:

Miscellaneous Requirements:

Date	Counselor

FRONT

Side 2

REFERRAL AND PLACEMENT RECORD

Name of Applicant(s) Referred	Referred by	Date	Results

Comments:

PS 8/76

BACK

INTERVIEW INTRODUCTION CARD

Name of Student: _____

Employer: _____

Person to See: _____

Address: _____

Date: _____ Time: _____

School: _____

Counselor: _____

Telephone: _____

To Interviewer: Please sign for student to present to school for interview verification.

_____

Signature

_____

Date Time

PS 8/76

NOTE:

The COUNSELING RECORD is filed alphabetically. It also has a D.O.T. Occupational Code. It is used to cross-reference the STUDENT INFORMATION CARD.

Example:

Powell, Betty S. D.O.T. Occupational Code Counselor 045.108

The STUDENT INFORMATION CARD is filed numerically under the D.O.T. Occupational Code. It is also used to cross-reference the COUNSELING RECORD.

Example:

Powell, Betty S. D.O.T. Occupational Code Counselor 045.108

Source: Mobile County School System, Division of Curriculum and Instruction, Mobile, Alabama, 36601

SUGGESTIONS FOR SUCCESSFUL JOB INTERVIEWS

1. Study your interest and qualifications; be prepared to give them briefly and clearly during the interview.

2. Before the job interview, learn about the firm, ask questions about the firm and the job that you're seeking.

3. Arrive five or ten minutes ahead of your appointment. Tell receptionist who you are, whom you wish to see.

4. Be neat, hair combed, fingernails clean, wear well-pressed clothes, shined shoes, avoid gaudy jewels, make-up.

5. The employer wants to talk to you. Don't take anyone with you (not even your mother) to your job interview.

6. Sit up straight in chair, feet firmly on floor, look alert. Advance planning will help you to be calm, poised, and at ease.

7. Think before answering a question. Be polite, accurate, honest, and frank. Give full information, don't brag.

8. Have guide sheet with you of all your jobs, dates of work, your wages, kinds of work you did, reasons you left.

9. Be ready to show how your training and work experience will help you to get ahead on job you're seeking.

10. For references, give the names (and complete addresses) of three reliable people who know you and your work.

11. Be confident, enthusiastic, but don't bluff. Use good English, and speak distinctly. But don't talk too much.

12. Listen carefully, be polite, and tactful. Above all, don't get into any arguments with your prospective employer.

13. The employer is interested only in how well you'll fit the job. Don't mention personal, home, or money problems.

14. Be grown-up, businesslike. Show employer proper respect. Call him "Mr." not "Jack," "Buddy," or "Pal."

15. If it seems you won't get this job, seek employer's advice about other jobs with the firm which may come up.

THE ALABAMA INFORMATION AND DEVELOPMENT SYSTEM

AIDS (Alabama Information and Development System) is a service offered by the State Department of Education to staff members of local school systems, public two-year colleges, and the State Department of Education. The primary mission of AIDS is to respond to requests for information by providing quick and easy access to a rich variety of information bases and resources, by supporting the use of information in local improvement efforts, and by acting as the linking agent between the schools of Alabama and outstanding nationally recognized, approved educational programs and practices that are both cost-effective and learner-effective.

AIDS is prepared to help you and your staff locate current, relevant information covering a wide range of topics/subjects. In addition, AIDS will help you identify priority needs and arrange a suitable "match" between your needs and education programs THAT WORK in diverse curricular areas.

In order to provide these services, AIDS is building a comprehensive information Resource Center for Alabama educators. In responding to your requests for information, AIDS staff members will search all relevant information bases and reference materials contained in the AIDS collection. Among the resources currently available through AIDS are:

1. *Computerized searches of national information bases,* one of which is ERIC (Education Resources and Information Center), the information base developed specifically for educators.

2. *Alabama Resource File,* which contains State Department of Education publications and other documents developed by Alabama educators as well as exemplary programs and practices developed in Alabama schools.

3. *Nationally Validated Educational Programs.* AIDS, functioning as the Alabama Facilitator within the National Diffusion Network (NDN), has access to more than 170 exemplary programs that have been validated for diffusion to local schools across the nation. These projects, which have been evaluated and proved to affect learner outcomes significantly, address a wide variety of educational needs.

4. *Other Reference Services.* AIDS has established linkages with major State and national reference services and will continue to add those reference sources to its collection that will best meet the information needs of Alabama educators.

A major objective of the AIDS staff is to assure that pertinent information you need reaches you quickly and in usable form. You can communicate your requests for information and/or other services from AIDS through a State Department of Education consultant or supervisor, in writing, by telephone, or in person. The AIDS office is located in Room 347, State Office Building, Montgomery, Alabama 36130, Telephone Number 832-3138 (ACTS line 345-3138).

The next time you or members of your staff need help in "digging out" information or are searching for an appropriate educational program to meet your needs, remember AIDS.

ALABAMA OCCUPATIONAL INFORMATION SYSTEM

OPTION I

COMPUTERIZED DELIVERY OF (11) DATA FILES:

1. SOCC—STATE OCCUPATIONAL FILE

This file provides the user with approximately 320 Alabama occupations and 1400 related occupations. These occupations represent over 90% of the total employment in Alabama. The user

receives information about the present employment, employment outlook, annual average job openings, annual starting salary, and usual highest salary. This data is STATEWIDE and for the SMSA's (Standard Metropolitan Statistical Area) of Montgomery, Anniston, Mobile, Birmingham, Huntsville, Tuscaloosa, and Florence. An SMSA includes one or more counties.

2. SAID—STATE FINANCIAL AID FILE

Users may locate financial aid from the following Alabama sources: technical colleges; junior and community colleges; public and private four-year colleges and universities; organizations, associations and institutions at the local, county, and state level.

3. CRES—CAREER RESOURCE FILE

Teachers, counselors, or others who want to incorporate occupational information into their setting may select from a variety of multi-media materials by occupation, characteristics about occupations within industries, grade level, type of media, etc. This file contains a sub-file of employers willing to share their time and knowledge.

4. SOTF—STATE TRAINING FILE

Users may select Alabama training programs and courses from the following sources: (1) Public, private, proprietary including secondary area vocational programs: (2) technical colleges; (3) continuing education at the university level; (4) apprenticeship, trade or labor programs. The program must last four calendar weeks or longer and thirty days notice given to AOIS prior to program start up.

5. JOBS—JOB BANK SUMMARY FILE

Individuals may choose from a list of over 6,000 Alabama job vacancies statewide and area wide. This file does not list employers but refers the users to their local State Employment Service office. These job vacancies are current as of 5:00 P.M. of the preceding day.

6. OCCU—NATIONAL OCCUPATIONAL FILE

The user may explore various career alternatives from 1200 primary occupations with 3000 related occupations. Part of the information the user receives includes: job description, required skills, employment outlook, educational requirements, etc.

7. COL2—TWO-YEAR COLLEGE FILE

An individual may select a two-year college from 1200 junior and community colleges nationwide.

8. COL4—FOUR-YEAR COLLEGE FILE

The user may choose a four-year institution from 1500 colleges and universities nationwide. An individual receives information such as; tuition and fees, admission deadline, majors, etc.

9. GRAD—GRADUATE SCHOOL FILE

Hundreds of graduate programs are available to the user in addition to financial aid, degree requirements, placement, tuition, etc.

10. ASOC—ARMED SERVICES FILE

By entering into the terminal the code for a specific job title from the list of Armed Services' occupations, the user receives descriptive information for that occupation and a list of related military occupations and a list of related civilian occupations.

11. SCHO—NATIONAL SCHOLARSHIP & FINANCIAL AID FILE

A user has access to over $750 million in financial aid from charitable groups, foundations, federal government, business, trade and labor organizations, religious groups, etc.

COST: $400/MO. FOR SYSTEM ACCESS
$130/MO. FOR TERMINAL

COMMUNICATIONS COSTS

PAPER COSTS

OCCU-SORT

OPTION II

OCCU-SORT is a manual version of AOIS' Computerized State Occupational data file. It consists of a deck of sorting cards, a printout book, a sorting needle and an easy to understand user manual.

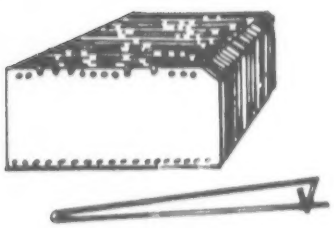
WHAT DOES OCCU-SORT OFFER?

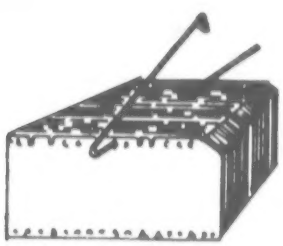
OCCU-SORT provides full information on 320 Alabama occupations which represent over 90% of all employment in Alabama. OCCU-SORT printouts give job descriptions, worker requirements, and educational entry requisites. These printouts give employment data showing employment outlook, average number of job openings, and salary ranges.

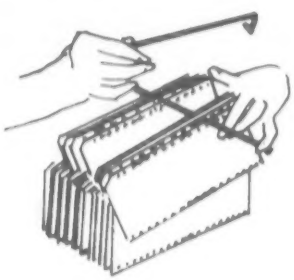
On the reverse side of each OCCU-SORT printout specific employment information (outlook, job openings, and salaries) is provided for the following areas: Mobile, Montgomery, Tuscaloosa, Birmingham, Huntsville, Florence, Anniston, and Gadsden.

All information in OCCU-SORT is updated semi-annually in September and March.

OCCU-SORT IS SIMPLE TO USE







Assemble the card deck; insert the needle through the hole of the desired characteristic; shake the needle; look up the resulting occupations in the AOIS printout book.

WHAT DOES OCCU-SORT COST?

OCCU-SORT is available for $200.00 per set for a twelve month period. One set will satisfactorily serve up to 250 users.

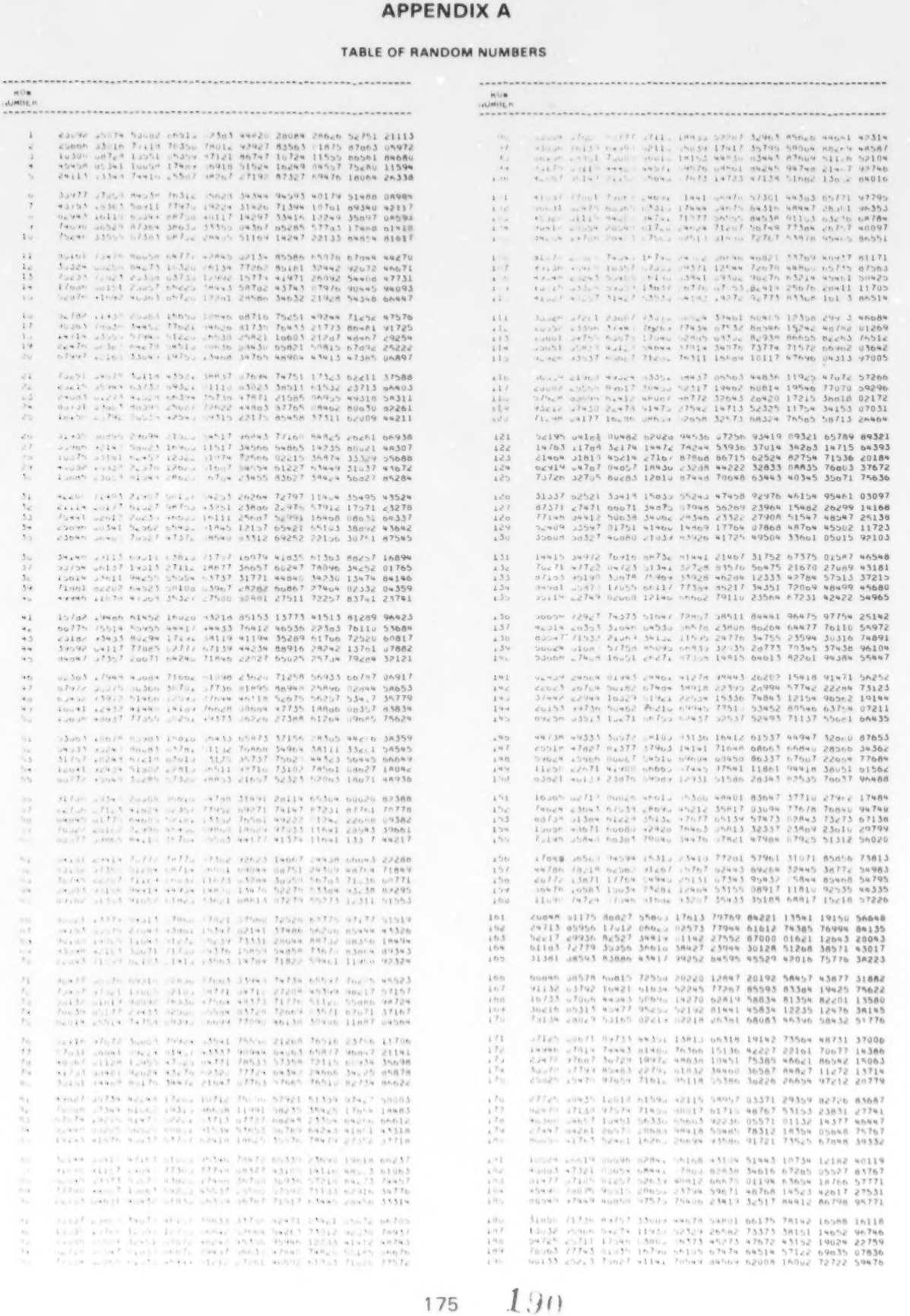
As of April, 1978, AOIS' computerized delivery system was available to more than 100,000 individuals in over 100 locations statewide. The OCCU-SORT system is in every county at more than 200 locations throughout the state, and is available to more than 50,000 additional individuals.

For Further Information Contact

Dr. W. Charles Graves, Executive Director
Alabama Occupational Information System
901 Adams Avenue
Montgomery, Alabama 36130
Phone: (205) 832-5737

APPENDIX A

TABLE OF RANDOM NUMBERS



ROW NUMBER										
191	33317	91743	85172	83753	13396	22398	54318	26320	53576	93787
192	01482	01548	60285	82047	13451	68252	63445	54014	67133	79791
193	51281	10278	56383	32105	88184	14744	10581	02972	32832	65362
194	53115	03124	20851	86715	76529	25555	25486	36686	87291	11864
195	70513	98382	66005	58772	83169	46674	51773	42113	69249	67360

ROW NUMBER										
196	38027	37892	34177	64826	19817	77926	77183	31551	44264	39625
197	04186	73683	17346	21115	63254	57481	76659	70825	31267	03557
198	94489	31536	15763	78633	43115	11771	21451	16200	53235	18256
199	48438	14574	33499	62037	71172	39516	80835	27351	47709	75169
200	76568	75433	44781	15194	42935	57683	94883	81461	66567	58205

Source: James McClean, Ph.D.
College of Education
University of Alabama

APPENDIX B

SAMPLE NEEDS ASSESSMENT INSTRUMENTS AND ITEMS

Remember: These are not the answers: They are samples to assist you in your local planning.

Name: EDUCATIONAL NEEDS ASSESSMENT (ARIZONA)

Source: Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Description: This assessment is available from the Arizona Department of Education. Assistance is also available in planning the assessment process. The State Department of Education can also assist in securing printouts and advise in the interpretation process. This survey is a general education survey. However, the sample questions reproduced here deal primarily with the guidance function. The facts that the survey, as well as expert assistance, are available locally make it attractive.

DIRECTIONS FOR MARKING ANSWER SHEET

- Use a No. 2 black lead pencil. DO NOT use ink or ball point pen.
- Make each mark heavy and black. Mark should fill circle completely.
- Erase clearly any answer you wish to change. Make no stray marks.

	How important is it?	To what extent is the goal being achieved by students?	What is the school's responsibility for it?
	1 least important 2 marginal importance 3 average importance 4 important 5 most important	1 not at all 2 somewhat 3 average 4 almost completely 5 completely	1 little or no responsibility 2 minor responsibility 3 share equal responsibility 4 major responsibility 5 complete responsibility
1. The student will have the ability to examine problems constructively and creatively.	①②③④⑤	①②③④⑤	①②③④⑤
2. The student will develop appreciation and respect for the worth and dignity of individuals.	①②③④⑤	①②③④⑤	①②③④⑤
3. The student will further develop and understand his/her own interests and abilities.	①②③④⑤	①②③④⑤	①②③④⑤

DIRECTIONS FOR MARKING ANSWER SHEET

- Use a No. 2 black lead pencil. DO NOT use ink or ball point pen.
- Make each mark heavy and black. Mark should fill circle completely.
- Erase clearly any answer you wish to change. Make no stray marks.

	How important is it?	To what extent is the goal being achieved by students?	What is the school's responsibility for it?
	① most important ② important ③ average importance ④ marginal importance ⑤ least important	① completely ② almost completely ③ average ④ somewhat ⑤ not at all	① complete responsibility ② major responsibility ③ share equal responsibility ④ minor responsibility ⑤ little or no responsibility
4. The student will develop skills to communicate ideas effectively.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
5. The student will understand the educational requirements for various occupations.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
6. The student will know the steps required to enter his/her chosen occupation.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
7. The student will develop the skills necessary for employment.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
8. The student will develop the attitudes necessary to get and hold a job.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
9. The student will learn how to use leisure time to his/her benefit.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
10. The student will be a capable decision maker.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
11. The student will be a creative thinker.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

Name:

MISSOURI NEEDS SURVEY

Source: State Department of Education
Guidance Services Section
Jefferson City, Missouri

Description: This test has separate sections for students, employers, parents, and teachers. The student section is divided into five parts: (1) General, (2) Counseling, (3) Teachers, (4) Opinionaire, and (5) Needs.

Surveys of this type can gather a great deal of information on which planning can be based. Sample questions from this survey are printed on the following pages. If computer facilities are available, you may wish to use the survey in its entirety.

GENERAL

1. Based upon information I now have, my future plans are: (Mark only the one that best fits your plans.)

   A. Attend a college
   B. Post-high school training
   C. High school graduation

2 My present course of study emphasizes: (Mark the one that will best describe your course of study.)

   A. General Education (include Fine Arts)
   B. Business, Home Economics, or Vocational Program
   C. College Preparatory
   D. Undecided

3. Considering the program I am currently enrolled in and my interests, aptitudes, and future plans; I am satisfied with my present program to the extent that:

   A. I feel my program is appropriate and no changes are needed.
   B. I like my present program but minor changes are needed.
   C. I like my present program but major changes are needed.
   D. The program is not appropriate and I would like to change my course of study.
   E. I am dissatisfied with my present program and the school does not offer an appropriate program to meet my needs.

4. I feel my need for help with vocational and educational planning to be:

   A. Need considerable help in planning what I am going to do.
   B. Have some plans made but could use some additional help.
   C. Do not feel I need any additional help.

5. I feel confused and undecided as to what my goal in life should be:

   A. Always
   B. Usually
   C. Sometimes
   D. Rarely
   E. Never

6. My counselor helps mostly with: (Mark only one.)

   A. Schedules
   B. Educational and vocational planning
   C. Personal concerns
   D. Gives me useful information
   E. No help
   F. Have not gone to see the counselor

7. When I have asked to see my counselor:

   A. He has helped me to solve my problems.
   B. He listens but usually cannot help me solve the problem.
   C. Usually he didn't seem interested.
   D. Usually I wasn't able to see him.
   E. Have not seen the counselor.

8. If I had a personal problem that was a real concern to me, I would be most likely to seek help from:

   A. Counselor
   B. Other school personnel (teachers, administrators, etc.)
   C. Relative
   D. Other

9. Do you think the aptitude, interest, intelligence tests, etc., you have taken in the past were:

   A. For the school records only?
   B. For the teachers' use only?
   C. For the school and you, but primarily to help you know yourself better?

10. Within some limitations the school attempts to develop an educational program to meet the needs of each student. *Answer each statement true or false as it pertains to your school:*

    A. The students have few complaints.
    B. Little is done to inform the students of what the school is trying to do.
    C. The school really needs to work much harder to assist students in their personal and social development.
    D. The school offers a good academic program.
    E. The school does a good job in helping students develop a career.
    F. I can't see that the school is trying to develop a program for the students.
    G. There is a poor relationship between teachers and students.

COUNSELING

Directions: Will you please mark *Yes* or *No* to indicate your feelings about each question? If you feel that you cannot give a definite *Yes* or *No* answer, will you fill in the space with a question mark (?).

1. Does your school counselor help you to understand the meaning of your test scores? (Examples: School ability, achievement, and aptitude.)
2. Do you have access to the information you want and need to know concerning the various occupations you have considered?
3. Has your school counselor talked with you about your future educational and vocational plans?
4. Has your school provided your parents with an opportunity to discuss your educational plans?
5. Do you have access to the information you want and need about your school and others which offer post-high school education?
6. When you entered this school, were you helped to learn about your school and how to get along in it?
7. Have you had an opportunity to discuss with your school counselor approaches to solving problems with which you have been faced?
8. Are you thinking about or planning what you are going to do when you finish high school?
9. Can you express your real feelings about things to your school counselor?
10. Have your ability and achievement test results been helpful to you in your educational and vocational planning?
11. Has your school counselor discussed your ability and achievement test results with you individually?
12. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?
13. Do you feel that your school experiences have provided you with opportunities to develop self-confidence in relating to new experiences?
14. Has a counselor helped you to examine your abilities, personality traits, and interests as they may pertain to your future plans?

NEEDS

Directions: Given below are fifteen items that relate to needs of students.

Please mark each of the activities low, average, or high. For example, if you feel number one is something that should receive a high priority from the school then you would mark "high." If little or no attention is needed in this area, then mark "low." Mark "average" if you feel it is somewhere between low and high.

Mark either low, average, or high for *each* of the fifteen items below.

1. The need for students to know that someone is available at all times who will "rap" and listen with understanding.
2. The need for students to be informed of careers in vocational areas that are available after high school (other than college). Along with this is the need for education and training in these areas and guidance for the student in his/her own decision making.
3. The need for the school to develop a program to assist students to learn how to study better.
4. The need for students to have a freedom of choice in the school curriculum that allows them to be creative and to branch out.
5. The need for students to have more flexibility in their scheduling.
6. The need for students to have a job placement office available within the school.
7. The need for the school to offer mini-courses in job applications, interview procedures, and how to look for a job.
8. The need for students to have a "college day" available in addition to a "career day".
9. The need for the school to offer mini-courses in drugs, personal, social relations, etc.
10. The need for students to have more information available regarding scholarships and foundations.
11. The need for the school to offer mini-courses in specialized areas of art, drafting, auto repair, electricity, astronomy, space, etc.
12. The need for students to have a different advisory program that is helpful and meaningful.
13. The need for students to have ongoing "career day" activities using outside resource people, referrals of interest, etc.
14. The need for students to have better relationships with the administration concerning curricular changes.
15. The need for students on work study programs to be able to find jobs within the school district.

MISSOURI STUDENT NEEDS SURVEY
EMPLOYER SECTION

Name of School _____

Please indicate in space below the nature of your business. (Hospital, Restaurant, Men's Clothing, Supermarket, etc.) _____

Please indicate your position. (Owner, Manager, Foreman, etc.) _____

Please answer *Yes* or *No* to each statement given below. Use the column marked N.A. (Not Apply) only if the question does not in any way apply to your type of business. Use attached sheet for comments you feel are necessary.

	YES	NO	NA
1. Is the instruction provided in the school related to the needs of the students for success on the job with your firm or company?	O	O	O
2. Do the jobs held by students or recent graduates in your organization offer a chance for promotion or advancement?	O	O	O
3. Is there a need for the student to have a more thorough general education in terms of basic Math, English usage, etc.?	O	O	O
4. Are the student employees in your organization adequately prepared to do the job for which they were hired? If not, please comment on attached sheet	O	O	O
5. Would you prefer that a student receive specialized training at the high school level for employment in your organization, rather than a basic general education?	O	O	O
6. Does the high school student have respect for fellow employees?	O	O	O
7. Does the high school student have respect for supervisory personnel?	O	O	O
8. Do student employees have good work attitudes and work habits? Comment if necessary	O	O	O
9. Is grooming and personal appearance among school age employees important to your firm or company? If so, how? Use attached sheet for comments	O	O	O
10. Are hair styles and dress major factors to be considered when hiring *female* employees?	O	O	O
11. Are hair styles and dress major factors to be considered when hiring *male* employees?	O	O	O
12. Are high school students willing to accept responsibility readily?	O	O	O
13. Do the high school students have the necessary competencies to correctly fill out job application forms accurately and completely?	O	O	O
14. Should the high school student receive more training and instruction regarding punctuality, responsibility, accuracy, etc.?	O	O	O
15. Is the training received at the high school level related to existing career opportunities that offer possible promotion and advancement?	O	O	O
16. Have you ever been consulted concerning the training, skills, attitudes, etc., which should be taught in high school to make youth better employees?	O	O	O
17. Do you feel that business and industry should be contacted concerning the type of training provided?	O	O	O
18. Would you as a representative of your firm be willing to serve on an advisory committee concerning the needs of youth in your community relating to training received in business education, trade and industrial, agriculture, etc.?	O	O	O
19. In general, do the students who you interview or employ seem to want to do the type of work for which they are applying?	O	O	O
20. In general, do the students who you employ seem to want to engage in the activities required for success in your company?	O	O	O
21. Do the students have a realistic concept of what is required of a beginner in the job for which they are applying?	O	O	O
22. Most who apply seem reasonably well prepared for entry level employment and we employ them as openings occur	O	O	O
23. We have employed a number, but find they need additional education and/or training before they perform satisfactorily	O	O	O
24. We have found it inadvisable to employ them except for unskilled jobs	O	O	O
25. The nature of most entry jobs in our firms is such that they are virtually unemployable because of a lack of occupational education and training	O	O	O

MISSOURI STUDENT NEEDS SURVEY
PARENTS SECTION

Name of School _____

9 10 11 12

Please mark the grade of your son or daughter.

Please answer these items "yes", "?", or "no". We would prefer that you not consult your high school age son or daughter when completing this form. This is your opinion.

	Yes	?	No
1. I feel my child needs considerable help with his future educational and vocational plans.	O	O	O
2. If my son/daughter needed help in trying to decide on a career or area of study for a vocation, I would like for him to seek help from the following people: (Rate each response.)			
a. counselor	O	O	O
b. other school personnel (teachers, administrators, etc.)	O	O	O
c. relative	O	O	O
d. other	O	O	O
3. My son or daughter receives necessary information regarding trade, vocational, or college training.	O	O	O
4. My child receives the necessary information about himself/herself related to future educational and vocational planning.	O	O	O
5. Has the school counselor helped your child to examine his abilities, personality traits, and interests as they may pertain to his future plans?	O	O	O
6. The counselor has assisted my child on how to make decisions in pursuit of his goals.	O	O	O
7. Has the school provided you an opportunity to discuss the educational plans of your child?	O	O	O
8. There is a definite need for the school to provide more information to the parents concerning plans related to their child.	O	O	O
9. Have you been adequately informed regarding the Guidance program in your school?	O	O	O
10. The counselor works closely with my child in developing his confidence to relate effectively to the school and other students.	O	O	O

	Yes	?	No
11. If my child had a personal problem that was of real concern to him I would like for him to seek help from the following people: (Rate each response.)			
a. counselor	O	O	O
b. other school personnel (teachers, administrators, etc.)	O	O	O
c. relative	O	O	O
d. other	O	O	O
12. I feel my child has to fit into a certain slot in the school program and has very little freedom to select a course of study of his own choosing.	O	O	O
13. Graduation requirements should be changed to meet the individual needs of students.	O	O	O
14. The curriculum offerings in the school seem relevant to the needs of the individual student.	O	O	O
15. Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.	O	O	O
16. The teachers do all they can to relate their classes to the needs of my child in relation to his future plans.	O	O	O
17. There appears to be mutual trust and confidence between students and teachers.	O	O	O
18. The teachers seem to work closely in helping my child to develop confidence in being able to relate effectively to the school and other students.	O	O	O
19. My child looks forward to going to school each day.	O	O	O
20. The school doesn't seem to care about the students.	O	O	O
21. Many of the classes being taught in Math—English—Social Studies, etc., seem to be irrelevant to the current needs of my son or daughter.	O	O	O
22. It seems my child has to take many classes which are of no possible use to him.	O	O	O

MISSOURI STUDENT NEEDS SURVEY
TEACHER SECTION

Name of School _____

Directions: Considering the programs within your school, respond to each item by marking the appropriate space in the columns provided.

	Yes	No
1. Do you assist pupils to review and interpret their own records periodically?	O	O
2. Do you provide units on occupations within your classes?	O	O
3. Do you confer with administrators about pupils who need special attention?	O	O
4. Do you confer with counselors about pupils who need special attention?	O	O
5. Do you feel that administrators provide necessary services and feedback to you concerning students' needs?	O	O
6. Do you feel that counselors provide necessary services and feedback to you concerning students' needs?	O	O
7. Does the school have a definite plan for placing students in learning activities, within the school and community, in accordance with individual abilities, interests, and needs?	O	O
8. Do you use information available through the guidance services to learn more about the pupils in your classes?	O	O
9. Does the school use follow-up data for reorganizing and reviewing the curriculum at regular intervals?	O	O
10. Have you sought out student information and evaluation of your classes?	O	O
11. Do you modify your instructional materials and techniques each semester to meet the needs of students?	O	O
12. Would you be willing to teach short mini-courses to small groups of students?	O	O
13. Do you personally talk with students about careers and future planning?	O	O
14. Do you personally talk with students about careers in your area of specialization?	O	O
15. Do you give students information about college and/or vocational schools in your area of specialization?	O	O
16. Do you personally encourage students who show career interest in your area to study occupational materials?	O	O
17. Do you refer students who need assistance to the counselor or some other specialist?	O	O
18. Do you personally use test results to plan or modify your teaching?	O	O
19. Do you personally help administer the standardized tests given in your school?	O	O
20. Do you feel the school's regulations permit you the flexibility necessary to meet the needs of students?	O	O
21. Do you personally talk with parents about their child who may need help, encouragement, understanding, etc.?	O	O
22. Do you personally feel that your classes are related to the needs of the students who take them?	O	O
23. Is there a need for more vocational and technical course offerings in the curriculum to meet the needs of the non-college bound student?	O	O
24. Do you feel the counselors are allowed sufficient time to work with the courses required for graduation?	O	O
25. Do you personally feel that there is a need for a revision of the courses required for graduation?	O	O
26. Do you feel that there is sufficient interaction and communication between teachers and counselors regarding students?	O	O

Name: PRIORITY COUNSELING SURVEY (COMMERCIAL)

Source: Educators Assistance Institute
2500 Colorado Avenue
Santa Monica, CA 90406

Description: One of the advantages of the Priority Counseling Survey is that the printout gives information on each individual student as well as the group as a whole. This means that plans can be developed to reach an individual while at the same time planning to meet the needs of large numbers of students. The printout lists each student and the response to each question. Also available are: Summary of responses by grade, number of times each vocational area was selected as a first choice, a grade analysis (by grade and question), a counseling analysis (by counselor and question), as well as various comparison analyses. The response form permits the school to add up to five questions in areas that may be of special concern.

1. I do my best work in:

   A. Giving oral reports in front of the class.
   B. Making drawings and designs (art work).
   C. Doing arithmetic problems.
   D. Writing compositions.
   E. Discussing topics in social studies.
   F. Suggesting class activities.
   G. Doing science experiments.
   H. Making things with my hands.
   I. Taking part in physical education.
   J. Helping at home.

   K. I am not sure what I do best.

2. I need the most help to improve my work in:

   A. Giving oral reports in front of the class.
   B. Making drawings and designs (art work).
   C. Doing arithmetic problems.
   D. Writing compositions.
   E. Discussing topics in social studies.
   F. Suggesting class activities.
   G. Doing science experiments.
   H. Making things with my hands.
   I. Taking part in physical education.

   J. I am not sure what I need the most help with.
   K I do not need help at this time.

3. It is more important to me to be able to do things where I can:

   A. Be helpful to other people.
   B. Receive praise.
   C. Use my special abilities and talents.
   D. Work with other people.
   E. Work by myself.
   F. Earn money.
   G. Be sure I can do the job well.
   H. Plan and decide what I am going to do on my own.

   I. I am not sure what is most important to me to be able to do.

4. In planning my career (life's work) for the future, I need the most help, at this time, in knowing:

   A. What career fields there are (kinds of jobs available).
   B. What education is required for certain jobs.
   C. What people do in different jobs (e.g., doctor, store manager, truck driver, etc.).
   D. How much a job pays.
   E. Where jobs are found.
   F. What different ways there are of getting certain jobs.
   G. Which jobs may or may not be needed in the future.
   H. Other.
   I. Two or more of the above.

   J. I do not need help at this time in planning my career.

5. The best way for me to find out about my future career or some specific job is to:

   A. Ask a teacher.
   B. Ask a counselor.
   C. Ask my parents.
   D. Ask adult friends of my family.
   E. Discuss it in class.
   F. Go on field trips (i.e., visit factories, businesses).
   G. Observe and talk with workers.
   H. Read about them.
   I. Use audiovisual materials (i.e., films, filmstrips, records, pictures, etc.).

   J. I am not sure what is the best way to find out about my future career.

6. In terms of planning for my future career, I am most interested, at this time, in information about:

   A. Jobs that require a high school diploma and special training.
   B. Jobs where you receive training on the job.
   C. Jobs that require special apprenticeship training.

D. Jobs that require one or two years of college.
E. Jobs that require four years or more of college.

F. I am not interested in career information at this time.
G. I am not sure what type of information I have the most interest in at this time.

7. Which of the statements listed below describes me best at this time:

A. I can describe my interests clearly.
B. I have a good idea of what my test scores indicate.
C. I can explain how the courses I am taking will fit into my future plans.
D. I know what courses are hard for me to do.
E. I have some idea of how much training is required for different jobs.
F. I know the things that I can do easily and well.

G. I am not sure which of the statements describes me best at this time.

8. In deciding on what courses to take in the future, my biggest problem at this time is:

A. I don't know whether I am really interested in certain courses.
B. I don't know whether I can do the work required in certain courses.
C. I don't know what some courses are all about.
D. I don't know whether certain courses will help me with my future job or career.
E. Two or more of the above.
F. Other.

G. I am not sure at this time what my biggest problem will be in deciding.

SAMPLE NEEDS ASSESSMENT STATEMENTS

EDUCATIONAL

1. I need help with solving school related problems (grades, studying, etc.).
2. I need help with finding a school or college to attend after graduating.
3. I need to explore in real life those vocational and educational opportunities which are relevant to my characteristics (e.g., talk to people in the community who work at certain jobs; talk to college representatives; or make visits to jobs and schools).
4. I need written college and job recommendations from school people who know me well.
5. More counselor exposure is needed; they need to be more involved in school activities, assemblies, etc.
6. Students should be taught responsibility in a school setting.
7. The present standardized tests that you have taken during high school are adequate for your needs. (Not classroom academic tests.)
8. Credit checks for students should be made available at all times.
9. There is a need for more information on financial aid for college.
10. I need to know how and where I can find occupational and educational information and guidance.
11. How can I plan better for my future schooling and work?
12. Schedule changes should be made easier and the process for dropping classes should be made easier.
13. Immediately prior to registration, counselors should provide students with realistic course descriptions including the teaching methods used by individual teachers.
14. All counseling should be provided by the teachers.
15. I need information about high school requirements for graduation.
16. Registration process needs to be humanized.
17. Freshmen (Sophomores) should have more orientation to high school.
18. I feel that I would like to discuss my test results with a qualified person (Kuder, ACT, ASVAB, etc.).
19. Students want time made available to discuss grades received.

20. Counselor help in registration should be available for every student.

21. Skills for college survival should be taught at the school.

22. Do you want help choosing subjects or courses to take in this school and finding out how well you are doing?

23. I need to learn more about requirements of colleges, universities, and other training opportunities.

24. I need to know how the classes I take now fit my abilities, interests, and goals.

25. I need to improve my work so I work at least up to my abilities in school.

26. I need to plan an appropriate program of courses to take next semester or next year.

27. I need to know if college is essential to fulfill my goals.

28. I need to know about other means of earning a high school diploma, such as GED, SEMBCS, "I" Team, and Correspondence.

29. I need to know about national testing programs such as CEEB, PSAT, SAT, ACT, and NMSQT for college entrance and scholarships.

30. I need to learn to listen and take notes at the same time.

31. I need to improve my speaking skills.

32. I need to improve my test-taking skills.

33. I need to be more creative in class assignments.

34. I need to be less nervous in taking exams or tests.

35. I need to improve my understanding of what I see.

36. I need assistance in selecting teachers that would be best for me.

37. I need information about scholarships, grants, loans, or work-study assistance.

38. I need to become more comfortable when giving information or speaking in class.

39. I need to participate more in class discussions.

40. I need to develop study schedules and follow them.

41. I need to improve the quality of my assignments.

42. I need to increase my abilities to work in tough situations – where there are deadlines, competition, and failure possibilities.

43. I need to get assignments in on time.

44. I need to worry less about my grades.

45. I need to improve the way I write about important ideas I have read or developed.

46. I need to overcome my feelings of boredom in class by finding the parts of my school work in which I can become interested.

47. I need to try ways of improving my grades.

48. I need to know how to study better.

49. I need to decide if my feelings about school prevent me from doing well.

50. I need to understand how I am progressing in each class and how I can improve my work.

51. I need to improve my abilities to concentrate.

52. I need to improve my memory.

53. I need to talk to others and to discuss how I really feel about school.

54. I need to learn ways of getting along better in a big school.

55. I need to be more familiar with school personnel who can assist me with various concerns I may have.

56. I need to become more familiar with school rules and regulations.

SAMPLE NEEDS ASSESSMENT STATEMENTS (continued)

OCCUPATIONAL

1. I need to know what I would have to do to get a job that would interest me.
2. I need to know how to perform well on job applications and interviews.
3. I need a part-time job.
4. I need adequately taught career planning and information, preparation, and selection in high school.
5. I need to know what I can do now to prepare for work that I want to do in the future.
6. I may need help with choosing and planning for the type of work or career I want. This includes education and training requirements for the work or career.
7. I need to learn more about what I can expect on a job.
8. I need to know and to understand the various job families and some of the jobs in them.
9. I need to know what jobs are available to me.
10. I need to be prepared for a job after finishing high school.
11. I may need help finding a job for after graduation.
12. I need actual on-the-job experience to know what it's like to be employed and to learn more about jobs.
13. I may need help in finding a part-time or a full-time job.
14. I need to know what I can do now to prepare for work that I want to do in the future.
15. I need to be better prepared for a job after finishing high school.
16. I need more responsibility in school in order to function better in jobs in the "real world".
17. I need to consider more than one alternative for what I should do after high school.
18. I need to learn more about the nature of the world of work and what I can expect on the job.
19. I need to know what various jobs are like and how my special talents and interests will help me do these jobs.
20. I need help in planning and choosing the type of work or career I want.

SAMPLE NEEDS ASSESSMENT STATEMENTS (continued)

LEISURE

1. I need to find out more about the leisure time activities (sports, classes, hobbies) available to me through the City Parks and Recreation Department.
2. I need to become more familiar with the high school library and/or city library to learn about the different kinds of reading materials available.
3. I need to learn more about the clubs at our school and find out how to become a member.
4. I need to know more about the extra-curricular activities that I can attend on campus (games, dances, etc.).
5. I need to know more about the programs availabie to me at the YMCA, YWCA, or other outside agencies.
6. I need to learn more about the activities for young people offered through my church or through inter-denominational groups.
7. I need to develop my talents more in my leisure time.
8. I need to make time for more relaxation in my busy schedule.
9. I need to stop feeling that relaxing is "wasting time".
10. I need to stop just "sitting around".
11. I need to learn how to budget my leisure time.
12. I need to develop some direction for my leisure time.
13. I need to take part in more leisure time activities.
14. I need to know about volunteer agencies with whom I could work.
15. I need to develop skills (hobbies) that would help me enjoy my leisure time more.
16. I need _____

_____

I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
56. To have help to obtain part time and/or summer work							
57. To know more about job opportunities in my high interest areas							
58. To get to know my counselor/adviser better							
59. To talk about personal concerns with a counselor							
60. To become more fully aware of the guidance and counseling services							

List below any additional needs you feel are important to you and the degree to which they are being met.

Name _____
Grade _____
School _____
Date _____

River City High School Guidance Services
NEEDS ASSESSMENT SURVEY

By participating in this needs assessment survey, you can help us plan school and community activities that will better serve you. What is a need? Needs are requirements we all have for a full, happy, and meaningful life. They range from needs for food and sleep to needs for social, educational, and personal development. Our needs differ from each other in the degree in which we feel them, some needs are strong, others weak. Some of our needs are being met, totally or partially, in a variety of ways, at home, or through school, church, or friends. Other needs are perhaps not being met at all.

Please read the directions before responding to the survey items; if you have any questions, ask your counselor. Thank you for your assistance.

DIRECTIONS

1. First read the item and consider it carefully.
2. If you decide you have no need, check the box beside the item in the column **no need** and proceed to the next item. Do not check any other boxes for that item.
3. If you decide you have a need, leave the **no need** box empty and check the box of your choice in the column under **NEED RESPONSE**. If you check a box under **NEED RESPONSE**, be sure to also check a box under the **SATISFACTION RESPONSE** choices.

EXAMPLES

ITEM	NEED RESPONSE				SATISFACTION RESPONSE		
I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
A. To wear glasses. (**Note:** Because the answer is **no need**, all other responses are left blank.)	X						
B. To breathe cleaner air. (**Note:** This example shows a **strong need** that is only partially being met.)				X		X	
C. To develop better study habits. (**Note:** This example shows a **weak need** that is not being met.)		X					X

Please proceed to the remaining items.

I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
1. To know more about my abilities, interests, and other characteristics							
2. To understand, accept, and like myself better							
3. To develop more confidence in myself							
4. To understand how my feelings affect my behavior							
5. To be more accepting of my physical appearance							

194

I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
6 To set goals in life							
7 To learn better to tell others how I feel							
8 To be a better listener and respond better to others							
9 To state my own views							
10 To better understand teachers							
11 To better understand people older than myself							
12 To become more accepting of others							
13 To build trusting relationships with others							
14 To have someone listen to me when I have problems							
15 To know how to get along better with my family							
16 To have better relationships with teachers							
17 To have better relationships with other students							
18 To know how to get along better with members of the other sex							
19 To develop more friendships with both sexes							
20 To understand my religious beliefs more clearly							
21 To understand more about sex and love							
22 To understand my values and the use/abuse of drugs including alcohol							
23 To become more tolerant of persons whose views differ from mine							
24 To know more about my strengths and weaknesses							
25 To better understand my standardized test scores							
26 To understand what I can realistically achieve							
27 To know how to assess and evaluate my goals							
28 To learn how to make decisions							
29 To learn ways to adapt to a changing world							
30 To understand the impact of my sex on my career choice							

I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
31 To understand the changing roles and expectations of men and women							
32 To select more school courses by myself							
33 To know more about graduation requirements							
34 To find more courses relevant to my future							
35 To receive more help in selecting courses							
36 To find courses which are appropriate to my educational needs							
37 To know how to prepare for careers in which I am interested							
38 To know how the courses I am taking relate to my career plans							
39 To know about financial aids for continuing education beyond graduation							
40 To become more aware of educational alternatives after graduation							
41 To become aware of career training offered in my high interest areas							
42 To understand the impact of work on my life							
43 To know how the things that are important to me affect my career choice							
44 To know more about possible careers and the world of work							
45 To talk with people employed in my high interest areas							
46 To get some on the job experience in my high interest areas							
47 To do an in depth exploration of jobs which relate to my interests and abilities							
48 To have actual on the job experience to know what it is like to be employed							
49 To know how important people influence my career choice							
50 To develop career plans and goals							
51 To talk to a counselor about career plans							
52 To have my parents involved in my career plans and to talk more with my parents about my career plans							
53 To know what jobs are available locally							
54 To know where and how to start looking for a job							
55 To know how to apply and interview for jobs							

Source: American College Testing Program Iowa City, Iowa

SELF PERCEPTION QUESTIONNAIRE

Directions: Please select one of the responses to each of the following statements, considering how you were **Before** this experience and how you are **Now,** by marking your response on the answer sheet. Please note that your answers are sequenced across the answer sheet.

1. Never
2. Seldom
3. Occasionally
4. Often
5. Always

1. **Share things about myself with others.**
   Before ____
   Now ____
2. **Express my feelings.**
   Before ____
   Now ____
3. **Trying to please other people.**
   Before ____
   Now ____
4. **I am tense.**
   Before ____
   Now ____
5. **Be spontaneous with other people.**
   Before ____
   Now ____
6. **Assert myself with other people.**
   Before ____
   Now ____
7. **Sensitivity to others' feelings.**
   Before ____
   Now ____
8. **I belong in the group.**
   Before ____
   Now ____
9. **Know why I think and feel the way I do.**
   Before ____
   Now ____
10. **Feel left out of things much of the time.**
    Before ____
    Now ____
11. **Feel at ease talking about sex in a group.**
    Before ____
    Now ____
12. **Feel accepting of others as they are.**
    Before ____
    Now ____
13. **Overcome my fear of uneasiness with showing tenderness.**
    Before ____
    Now ____
14. **Recognize when people are uncomfortable.**
    Before ____
    Now ____
15. **Recognize and accept previously unacceptable parts of myself.**
    Before ____
    Now ____
16. **Have my feelings of extreme loneliness subside.**
    Before ____
    Now ____
17. **At ease talking about sex when I am alone with a member of the opposite sex.**
    Before ____
    Now ____
18. **Show an interest in others.**
    Before ____
    Now ____
19. **Able to work out difficulties with another person.**
    Before ____
    Now ____
20. **Able to help others when they are feeling down.**
    Before ____
    Now ____
21. **Be responsible for the way I live my life regardless of the feelings of others.**
    Before ____
    Now ____
22. **Worry how I impress people.**
    Before ____
    Now ____
23. **Social relationships with a member of the opposite sex frighten me.**
    Before ____
    Now ____
24. **Be comfortable without always defending my actions.**
    Before ____
    Now ____
25. **Feel that people can be interested in me.**
    Before ____
    Now ____
26. **Understanding others rather than trying to change them.**
    Before ____
    Now ____
27. **Talk about embarrassing things in the group without being afraid they will reject me.**
    Before ____
    Now ____
28. **Feel inferior to other people.**
    Before ____
    Now ____
29. **Comfortable with talk about sex.**
    Before ____
    Now ____
30. **Accept criticism without losing my self-esteem.**
    Before ____
    Now ____
31. **Have feelings of importance.**
    Before ____
    Now ____

213

1. Never
2. Seldom
3. Occasionally
4. Often
5. Always

32. **Respond to others when they are feeling sad or uncomfortable.**
Before ____
Now ____

33. **Feel awkward in meeting people.**
Before ____
Now ____

34. **Feel self-centered.**
Before ____
Now ____

35. **Pretend I am something that I really am not.**
Before ____
Now ____

36. **Be happy without always worrying about pleasing others.**
Before ____
Now ____

37. **Have people honestly tell me what they think of me.**
Before ____
Now ____

38. **Come across as trustful with people.**
Before ____
Now ____

39. **Feel uncomfortable getting acquainted with people.**
Before ____
Now ____

40. **Be self-confident.**
Before ____
Now ____

41. **Be more comfortable just being myself without putting on a front.**
Before ____
Now ____

42. **Feel free to express warm feelings toward my friends.**
Before ____
Now ____

43. **Know the things I do that turn people off.**
Before ____
Now ____

44. **Know how I come across to others.**
Before ____
Now ____

45. **Know the way I relate to other people.**
Before ____
Now ____

46. **Have trouble in keeping a conversation going.**
Before ____
Now ____

47. **Spend large amounts of my time unhappy.**
Before ____
Now ____

48. **Being able to express myself in words.**
Before ____
Now ____

49. **Revealing my weaknesses in a group.**
Before ____
Now ____

50. **Taking the initiative in approaching and meeting people.**
Before ____
Now ____

51. **Getting along with people.**
Before ____
Now ____

52. **Feeling timid or shy.**
Before ____
Now ____

53. **Taking everything so seriously.**
Before ____
Now ____

54. **Speaking up in classroom discussions.**
Before ____
Now ____

55. **Controlling my anger.**
Before ____
Now ____

56. **Being a listener.**
Before ____
Now ____

57. **Saying what is bothering me rather than holding it in.**
Before ____
Now ____

58. **Develop some close friends.**
Before ____
Now ____

59. **Worry about unimportant things.**
Before ____
Now ____

60. **Striving for perfection in everything that I undertake.**
Before ____
Now ____

61. **Expressing honestly felt anger.**
Before ____
Now ____

62. **Having an idea of both my strong points and my weak points.**
Before ____
Now ____

63. **Expressing negative and/or positive feelings toward another person.**
Before ____
Now ____

64. **I am accepted by the group.**
Before ____
Now ____

65. **Uncomfortable expressing hostile feelings toward my friends.**
Before ____
Now ____

Acknowledgement: Further development of this instrument is in progress. Counselors collecting data from this experimental form are requested to correspond with the authors, Joe Davis or Julian Fabry, University of Nebraska, Omaha, Nebraska 68132. This instrument was adapted from original work by David J. Melby and Kenneth M. Ralph.

APPENDIX C

TESTS OF SIGNIFICANCE

To be considered statistically significant, any improvement or "regression" from pretest to posttest in the score of a pupil or the average score of a class must be shown to be greater than that expected purely by chance due to measurement error (standard error of measurement) of the test. The levels of chance commonly acceptable are 15, 5, or 1 time out of 100. For example, you would want to know whether a gain of 4.6 points would have occurred by chance as often as 15, 5, or 1 percent of the time.

For each level used (such as Grade 4, arithmetic reasoning) of a given test, the amounts of change may be estimated for each of these three levels of significance, and the change of each pupil or class compared with them and proclaimed as statistically significant at that level if it exceeds them, or as not statistically significant if it does not exceed them.

To estimate these minimum amounts of change required to be significant, it is necessary to compute the standard error of measurement of a difference between scores of the same pupil or class. The formulas are:

Standard error of measurement of a difference in one pupil's pretest-posttest scores on two forms of the same test $= \sqrt{2s^2_{meas.}}$

and

Standard error of measurement of a difference between mean pretest-posttest averages for a class of pupils on two forms of the same test $= \sqrt{\frac{2s^2_{meas.}}{N}}$

where

N is the number of pupils in the class

$s_{meas.}$ is the standard error of measurement (standard error of a score) of the test. (How to find it is given on page 24)

The standard error of measurement of a difference is multiplied by the appropriate multiplier (ordinate on a normal curve): 1.44 for the 15% level, 1.96 for the 5% level, and 2.58 for the 1% level, and the gains obtained in the project compared with it.

Example: Given N 20 and $s_{meas.} = 2.5$ Gain of Pupil C 6 points
Gain of Class 2.15 points

For pupil, standard error equals

$$\sqrt{(2)(2.5)(2.5)} = 3.54$$

15% level: (3.54) (1.44) = 5.10
5% level: (3.54) (1.96) = 6.94
1% level: (3.54) (2.58) = 9.13

For class, standard error equals

$$\sqrt{\frac{(2)(2.5)(2.5)}{20}} = .791$$

(.791) (1.44) = 1.14
(.791) (1.96) = 1.64
(.791) (2.58) = 2.04

The conclusions are that for any pupil in the class gaining or regressing 6 points the change is statistically significant at the 15% level; for any pupil gaining or regressing 7 to 9 points, the change is statistically significant at the 5% level; and for any pupil gaining or regressing 10 or more points, the change is statistically significant at least at the 1% level. Similarly, for any class with an average change of 1.14 to 1.63 points, the change is statistically significant at the 15% level; with 1.64 to 2.03 points, at the 5% level; and with 2.04 or more, at the 1% level. Pupil C "makes it" at the 15% level, and the class at the 1% level.

To find the standard error of measurement of a test ($s_{meas.}$)

a. For standardized tests: The standard error of measurement is given, usually, for each grade level, for each test or subtest in the manual accompanying the test in the section or table labeled "reliability". Sometimes this section, in recent tests, is in a separate "technical report". Be sure the scale unit is the same as the one you are using: raw score, grade equivalent, standard score, etc. If not, you must convert it to match.
b. For locally made tests: The standard error of measurement can be estimated from the following formula

$$s_{meas.} = SD\sqrt{1 - r_{rel.}}$$

where SD is the standard deviation of actual scores by the class for one testing session
$r_{rel.}$ is the coefficient of reliability of the test

To find the coefficient of reliability ($r_{rel.}$) of a locally made test:

A test's reliability may be conveniently estimated by correlating the two sets of scores for a group from a test-retest administration of the same form of test, using the Pearson Product-Moment Coefficient of Correlation, with no more than a day or two between test and retest.

Alternatively, if speed is not an important factor (each pupil actually attempts each question), either the split-half, corrected for length, or a Kuder-Richardson formula may be used. In the split-half, each pupil's paper from one administration of the test is scored in two parts: the odd-numbered items, and the even-numbered items. These two sets of "half-scores" are correlated by means of the Pearson Product-Moment Coefficient; and the result corrected from half-length by means of the Spearman-Brown Formula:

$$r_{rel.} = \frac{2r}{1 + r}$$ where r is the correlation between test halves.

Probably the most convenient Kuder-Richardson formula is number 21:

$$r_{rel.} = \frac{K}{K - 1}\left(1 - \frac{M(K - M)}{K(SD)^2}\right)$$

where K is the number of items in the test

M is the arithmetic mean (average score)

SD is the standard deviation of these scores from one administration of the test to a class.

To find the reliability coefficient of a rating scale, probably the simplest method is the test-retest, as above, for each separate scale used. Possibly (with statistical consultation) the Kuder-Richardson formula given above could be used, with K = the largest number of points possible on that scale.

Are the changes in questionnaire responses statistically significant?

For example: if 15 of a class of 31 pupils responded "yes" or checked a statement in the pretest, and 21 on the posttest, is the change statistically significant? To compare this change with the three magnitiudes necessary to be significant at the 15%, 5% and 1% levels (as outlined above) a "two-by-two" table is set up:

	Posttest		
Pretest	not checked	checked	total
checked	a	b	a + b
not checked	c	d	c + d
Total	a + c	b + d	a + b + c + d

Example:

5	10	15
5	11	16
10	21	31

The number to find (called the "Critical Ratio" in this case) is found from the formula:

$$\text{critical ratio} = \frac{d - a}{\sqrt{a + d}}$$

Example: $$\frac{11 - 5}{\sqrt{5 + 11}} = \frac{6}{4} = +1.5$$

Using the same critical numbers as before:

1.44 for the 15% level, 1.96 for the 5% level, and 2.58 for the 1% level, compare your result with these critical numbers to see at which, if any, level your results are significant beyond chance. Example: Since 1.5 is not larger than 1.96, but is larger than 1.44, the change is significant at the 15% level for this class.

If there is no significant change between pretest and posttest results, of what value has the project been?

As scientific research is not judged fruitless when results are zero or "negative", neither should unsuccessful projects be considered useless. Favorable results are not necessities. It is worthwhile to know what brings no or negative results in a certain educational community. This information, when combined with results from other communities, leads to improved education on a nationwide basis.

GLOSSARY

Anecdotal Report—An organized written record of an observed incident of pupil behavior, whether in classroom, on the playground, or elsewhere.

Aspiration Level—Personal or scholastic goals of the pupil

Behavioral Change—What the pupil does after the learning situation compared with what he did before. This should be analyzed in minute detail, so that as much of the change as possible will be noted in the evaluation.

Checklist—A list of words, phrases, or statements to be checked or not checked by the observer (sometimes by the pupil) according to directions.

Converted Score—A type of standard score

Culture-free test—An ideal test (not yet completely achieved) wherein the symbols are recognized and understood equally well by pupils of any culture.

Equal-Interval Scale—A test score scale where the units are of the same width, as in a thermometer. Usual test scores are treated as if they were on this type of scale, so that scores and gains may be averaged and otherwise compared.

Evaluation—Determination of the worthwhileness of instruction or other factors on the pupil, either by direct observation or with the aid of rating scales, tests or other measurement instruments.

Homogeneous Responses—Multiple-choice test choices that are roughly equal in the eyes of the pupil with regard to grammar, logic, and general plausibility. A distractor (incorrect choice) that is too different will not be chosen and should be replaced with a better one.

Instrument—An all-inclusive term for test, rating scale, checklist, questionnaire, anecdotal report, sociogram, or other device used in measurement and evaluation.

Item—A "question" on an objective test, or a word, phrase, or statement on a checklist. Used instead of "question" because it may not be stated in question form.

Learning Outcome—A classification of the phenomena or products of learning that is of concern in composing tests and other instruments used in evaluating scholastic achievement. Learning outcomes are generally sorted and identified according to complexity and type of behavioral response by the pupil. *Factual memorizations* (often called knowledge) are thought to be less complex than *concept acquisitions*, which are less complex than deeper *meanings* and *understandings*. There is not complete agreement on the classification of learning outcomes, but in *Taxonomies of Educational Objectives* (Bloom, and others) a comprehensive start has been made in both "cognitive" and "affective" areas (affective domain includes interests and attitudes).

Locally-constructed Test—A test made by local teachers or specialists rather than by a commercial publisher. It may have local norms.

Mean—Short for the Arithmetic Mean. A numerical average that may be applied to most test scores (scores that are equal-interval rather than rank orders or percentile ranks). The scores are added and then divided by the number of scores.

Measurement—Applying a number scale to the object to be evaluated, as is done with tests, rating scales, and checklists, as an aid in evaluation.

Median—Point on a score scale below which are half the scores of the group and above which are the other half. Identical with the 50th percentile.

Non-verbal—The content of a test includes no words, word symbols, or pictures to which usual word names have been associated. The directions may be written or spoken, however.

Norms—Tables of test scores achieved by a specified group of pupils (the norm group, or norm sample). These scores are translated into grade equivalents, percentile ranks, IQ, etc. in the process of standardization of the test. It is important to know as much as possible about the other characteristics (such as ability level and socio-economic environment) of the norm group pupils, when making interpretations of your pupils' scores.

Objectives—Aim or purpose of a test or project. Preferably stated in terms of the behavioral changes expected in the pupils.

SCHOOL SYSTEM

ALABAMA STATE TESTING PROGRAM 06839
CALIFORNIA ACHIEVEMENT TESTS 13-C GRADE THREE 1978-79

PUPIL	READING					MATHEMATICS					LANGUAGE					SPELLING				
		RS	SS	S	NP		RS	SS	OGP	S NP		RS	SS	OGP	S NP		RS	SS	OGP	S NP
HENSON RICKY	PH	15	399	5	49	VC	14	443	4.5	6 74	CP	36	423	4.8	7 87	MC	15	481	4.2	6 62		15	437	3.5	5 43
AGE 08 Y. 07 M.	ST	06	348	3	19	CM	24	442	4.3	6 64	CN	35	430	4.4	6 67	EX	19	427	3.0	4 34					
ID 036						TL	59	401	4.7	5 50	TL	71	426	4.6	7 79	TL	34	440	3.6	5 46					

MASTERY LEVEL			NOI	NR	0/0 RIGHT	0/0 SCL	0/0 SYS	0/0 STATE	0/0 NAT
		PHONICS ANALYSIS	20	15	75	61	63	68	72
NT	17	SINGLE CONSONANT	00	00	00	00	00	00	00
NT	18	CONSONANT CLUSTERS	00	00	00	00	00	00	00
NT	19	CONSONANT DIGRAPHS	00	00	00	00	00	00	00
NT	20	VARIANT SINGLE CONSONANT	00	00	00	00	00	00	00
P	21	CONSONANT CLUSTERS DIGRAPHS	05	03	60	89	86	88	88
NT	22	SHORT VOWELS	00	00	00	00	00	00	00
NT	23	LONG VOWELS/VOWEL COMBINATION	00	00	00	00	00	00	00
NT	24	SHORT VOWELS/VOWEL COMBINATION	00	00	00	00	00	00	00
P	25	SHORT,LONG VOW./VOWEL COMBIN.	05	04	80	57	61	69	75
P	26	DIPHTHONGS	05	04	80	50	55	59	65
P	27	VAR. VOWELS/VOWEL COMBINATION	05	04	80	50	48	55	58
		STRUCTURAL ANALYSIS	11	06	55	74	75	78	76
-	28	COMP.WORDS/SYLLABLES/CONT.	06	04	67	87	87	88	87
-	29	BASE WORDS/AFFIXES	05	02	40	59	60	67	63
		READING VOCABULARY	15	14	93	74	71	73	76
NT	30	CATEGORY (ORAL DEFINITION)	00	00	00	00	00	00	00
NT	31	SAME MEANING(ORAL DEFIN.)	00	00	00	00	00	00	00
+	32	SAME MEANING	05	04	80	71	67	69	73
+	33	OPPOSITE MEANING	05	05	100	77	75	80	81
+	34	MULTIMEANING	05	05	100	74	72	72	73
		READING COMPREHENSION	27	24	89	75	74	75	77
		LITERAL	05	04	80	76	78	77	76
NT	35	SENTENCE MEANING	00	00	00	00	00	00	00
+	36	RECALL OF FACTS	05	04	80	76	78	77	76
		INTERPRETIVE	17	15	88	70	69	70	72
NT	37	INFERRED MEAN./CHAR.ANAL.	00	00	00	00	00	00	00
+	38	INFERRED MEANING	07	06	86	70	64	67	69
+	39	CHARACTER ANALYSIS	05	04	80	62	61	62	66
+	40	FIGURATIVE LANGUAGE	05	05	100	80	83	84	84
+	41	REAL/UNREAL/ELEMENTS	05	05	100	89	90	91	92
		SPELLING	20	15	75	78	76	78	76
P	44	CONSON. PHONEMES/GRAPHEMES	04	02	50	80	81	81	80
P	45	VOWEL PHONEMES/GRAPHEMES	06	06	100	90	85	87	85
-	46	MORPHEMIC UNITS	04	01	25	34	34	42	40
		LANGUAGE MECHANICS	20	15	75	75	74	70	67
		CAPITALIZATION	09	05	56	73	78	73	71
P	47	I/PROPER NOUNS	05	03	60	67	73	68	67
NT	49	BEGINNING WORDS	00	00	00	00	00	00	00
P	50	BEGINNING WORDS/TITLES	04	02	50	84	84	80	77
		PUNCTUATION	11	08	73	61	56	53	63
P	51	END MARKS	04	03	75	78	78	76	73
+	53	COMMA	05	05	100	73	62	57	50
		LANGUAGE EXPRESSION	26	19	73	76	75	76	78
		USAGE	15	12	80	79	77	78	79
NT	55	NOUNS	00	00	00	00	00	00	00
NT	56	IRREGULAR NOUNS/VERBS	00	00	00	00	00	00	00
P	57	PRONOUNS	05	05	100	86	86	86	85
P	58	VERBS	05	03	60	72	69	70	72
P	59	ADJECTIVES	05	04	80	78	77	78	79
		SENTENCE STRUCTURE	11	07	64	71	73	74	77
-	60	SUBJECT/VERBS	06	02	33	57	63	65	70
P	61	MODIFYING WORDS	05	05	100	89	85	85	85
		MATH COMPUTATION	40	36	90	78	71	68	66
P	69	ADDITION	10	06	60	75	74	74	73
+	70	SUBTRACTION	10	10	100	72	62	59	61
+	71	MULTIPLICATION	10	10	100	84	78	72	69
+	72	DIVISION	10	10	100	82	71	68	63
		MATH CONCEPTS	45	35	78	71	66	64	65
P	73	NUMERATION	05	04	80	75	72	72	73
P	74	NUMBER THEORY	05	04	80	81	75	73	74
NT	75	NUMBER & SET THEORY	00	00	00	00	00	00	00
NT	76	NUMBER SENTENCES	00	00	00	00	00	00	00
+	79	NUMBER SENTENCES/PROPERTIES	06	06	100	71	60	58	59
P	80	COMMON SCALES	05	04	80	77	71	70	71
P	81	GEOMETRY	05	03	60	52	50	49	53
P	82	MEASUREMENT	07	05	71	68	63	62	61
P	84	GRAPHS	08	05	63	66	64	63	65
NT	85	MEASUREMENT/GRAPHS	00	00	00	00	00	00	00
NT	86	GEOMETRY/MEASUREMENT/GRAPHS	00	00	00	00	00	00	00
P	88	STORY PROBLEMS	04	04	100	82	74	73	71

RS = RAW SCORE SS = SCALE SCORE
OGP = OBTAINED GRADE PLACEMENT S = STANINE
NP = NATIONAL PERCENTILE

PH = PHONIC ANALYSIS ST = STRUCTURAL ANALYSIS
VC = VOCABULARY CM = COMPREHENSION
CP = COMPUTATION
CN = CONCEPTS & APPLICATIONS
MC = MECHANICS EX = EXPRESSIONS
TL = TOTAL FOR APPLICABLE TEST

TOR = TITLE ONE READING
TOM = TITLE ONE MATHEMATICS
EXCP = EXCEPTIONAL STUDENT

NOI = NUMBER OF ITEMS NR = NUMBER RIGHT
0/0 RIGHT = PERCENT RIGHT FOR THIS STUDENT
0/0 SCL = % RIGHT FOR ALL STUDENTS IN THIS SCHOOL
0/0 SYS = % RIGHT FOR ALL STUDENTS IN THIS SYSTEM
0/0 STATE = % RIGHT FOR ALL STUDENTS IN THE STATE
0/0 NAT = PERCENT RIGHT NATIONALLY

MASTERY INDICATORS
+ = MASTERY OF OBJECTIVE
P = PARTIAL MASTERY OF OBJECTIVE
- = NON-MASTERY OF OBJECTIVE
NT = OBJECTIVE NOT TESTED

ITEM RESPONSES

```
                                  1         2         2
PH 123456789012345678901234567890123456789012345
   ++++-+++++++++++++00000
                                  11
ST 12345678901
   +++++-+++-
                                  1    1
VC 123456789012345
   ++++-++++++++++
                                  1         2         2
CM 123456789012345678901234567890123456789012345678
   ++++++++++++++++++++++++++++++++++++++++++++++++++
                                  1         2
SP 12345678901234567890
   ++++++-++++-++++++-+
                                  1         2
MC 12345678901234567890
   ++++-0++++++++++++++
                                  1         2         2
EX 123456789012345678901234567890123456
   ++++++++++++++++++++++++++++++++++++++
                                  1         2         3         4
CP 12345678901234567890123456789012345678901234567890
   ++++++++++++++-+++++++++++++++++++++++++++++++++++
                                  1         2         3         4         4
CN 123456789012345678901234567890123456789012345678901234567890123456789012345
   +++++00-+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
```

CAUTION

THE INFORMATION ON THIS PROFILE REPRESENTS THE STUDENT'S PERFORMANCE ON THIS PARTICULAR TEST AT ONE POINT IN TIME. ANY DECISIONS MADE ON THE BASIS OF THESE SCORES SHOULD TAKE INTO CONSIDERATION OTHER FACTORS WHICH COULD HAVE AFFECTED PERFORMANCE.

SCHOOL SYSTEM

ALABAMA STATE TESTING PROGRAM
CALIFORNIA ACHIEVEMENT TESTS 14-C GRADE FOUR 1978-79

PUPIL

AGE 09 Y. 10 M.
ID 372

	ACAD.APTITUDE RS	S	NP	IDX	READING RS	SS	OGP	GPD	S	NP	MATHEMATICS RS	SS	OGP	GPD	S	NP	LANGUAGE RS	SS	OGP	GPD	S	NP	SPELLING RS	SS	OGP	GPD	S	NP
	AL 33	5	43	99	VC 17	426	4.1	.1-	4	37	CP 15	378	3.7	.8-	3	21	MC 19	495	4.6	.3+	5	49	OR 398		2.6	1.3-	3	13
	NL 29	5	45	99	CM 28	475	5.3	1.0+	6	61	CN 20	415	3.8	.6-	4	31	EX 27	481	4.5	.2+	5	47						
	TL 62	5	44	99	TL 45	443	4.7	.5+	5	50	TL 35	398	3.8	.7-	4	25	TL 42	478	4.6	.3+	5	47	TOR					

MASTERY LEVEL			NOI	NR	O/O RIGHT	O/O SCL	O/O SYS	O/O STATE	O/O NAT
		READING VOCABULARY	30	17	57	68	64	64	67
-	32	SAME MEANING	20	12	60	71	66	67	70
-	33	OPPOSIT MEANING	05	04	80	73	70	65	66
-	34	MULTIMEANING	05	01	20	66	63	63	59
		READING COMPREHENSION	40	28	70	64	61	58	60
P	36	RECALL OF FACTS	09	03	33	64	62	58	59
		INTERPRETIVE	26	20	77	65	62	59	60
P	38	INFERRED MEANING	08	05	63	64	61	57	58
P	39	CHARACTER ANALYSIS	10	08	80	71	67	65	66
P	40	FIGURATIVE LANGUAGE	08	07	88	59	56	52	56
		CRITICAL	05	05	100	59	54	52	57
P	42	AUTHOR ATTITUDE/POSITION	05	05	100	59	54	52	57
NT	43	TECHNIQUES OF PERSUASION	00	00	00	00	00	00	00
		SPELLING	20	08	40	69	67	65	63
-	44	CONSONANT PHONEMES/GRAPHEMES	06	02	33	76	74	72	69
-	45	VOWEL PHONEMES/GRAPHEMES	08	03	38	70	68	67	64
-	46	MORPHEMIC UNITS	04	01	25	46	43	41	40
		LANGUAGE MECHANICS	25	15	60	65	63	62	60
		CAPITALIZATION	09	06	67	73	71	72	69
P	48	I/PROPER NOUNS/ADJECTIVES	05	04	80	83	81	80	78
-	50	BEGINNING WORDS/TITLES	04	02	50	60	59	61	58
		PUNCTUATION	16	07	44	51	49	48	55
P	51	END MARKS	04	03	75	76	74	72	70
NT	52	END MARKS/ACTION/SEMICOLON	00	00	00	00	00	00	00
-	53	COMMA	05	00	00	50	47	50	46
P	54	QUOTATION MARKS	05	04	80	53	50	46	46
		LANGUAGE EXPRESSION	38	27	71	73	70	69	69
		USAGE	15	11	73	79	78	76	76
P	57	PRONOUNS	05	03	60	85	84	84	83
P	58	VERBS	05	04	80	68	66	64	67
P	59	ADJECTIVES	05	04	80	84	82	79	78
		SENTENCE STRUCTURE	17	10	59	69	66	64	63
-	60	SUBJECTS/VERBS	06	00	00	59	56	56	52
P	62	MODIFYING/TRANSITIONAL	06	05	83	81	79	73	75
P	63	COMPLETE/INCOMPLETE/RUNON	05	05	100	66	64	63	63
NT	64	VERBOSITY/REPITITION	00	00	00	00	00	00	00
NT	65	MISPLACED MOD./NONPARALLEL	00	00	00	00	00	00	00
*	66	SEQUENCE	06	06	100	70	67	66	66
NT	67	SEQUENCE/TOPIC SENTENCE	00	00	00	00	00	00	00
NT	68	SEQ./TOPIC/CONCLUDING	00	00	00	00	00	00	00
		MATH COMPUTATION	40	15	38	63	61	60	59
-	69	ADDITION	10	07	70	76	74	74	71
-	70	SUBTRACTION	10	03	30	66	63	62	62
-	71	MULTIPLICATION	10	04	40	60	59	58	58
-	72	DIVISION	10	01	10	49	48	47	47
		MATH CONCEPTS & APPLICATIONS	45	20	44	65	62	58	59
-	73	NUMERATION	05	02	40	63	60	59	60
-	74	NUMBER THEORY	05	02	40	61	58	54	56
-	76	NUMBER SENTENCES	05	01	20	56	53	47	48
NT	77	NUMBER THEORY/SENTENCES	00	00	00	00	00	00	00
-	78	NUMBER PROPERTIES	04	03	75	86	84	80	79
NT	79	NUMBER SENTENCES/PROP.	00	00	00	00	00	00	00
-	80	COMMON SCALES	06	04	67	67	64	61	63
-	81	GEOMETRY	05	04	80	72	69	55	57
-	82	MEASUREMENT	06	00	00	56	54	50	49
NT	83	GEOMETRY/MEASUREMENT	00	00	00	00	00	00	00
-	84	GRAPHS	04	01	25	72	69	63	66
NT	86	GEOMET./MEAS./GRAPHS	00	00	00	00	00	00	00
NT	87	FUNCTIONS & GRAPHS	00	00	00	00	00	00	00
-	88	STORY PROBLEMS	05	03	60	64	60	56	59
		REFERENCE SKILLS	25	15	60	69	66	67	68
-	89	TITLE PAGE/COPYRIGHT PAGE	07	03	43	64	62	62	62
-	90	TABLE OF CONTENTS	05	05	100	83	80	76	76
P	91	INDEX	05	04	80	86	84	82	90
-	92	DICTIONARY PAGE	04	02	50	65	62	62	62
-	93	MAP	04	01	25	63	60	59	58
NT	94	TABLE	00	00	00	00	00	00	00
NT	95	LIBRARY CATALOG CARDS	00	00	00	00	00	00	00
NT	96	DIAGRAM	00	00	00	00	00	00	00
NT	97	FORM	00	00	00	00	00	00	00
NT	98	READER'S GUIDE	00	00	00	00	00	00	00

RS = RAW SCORE SS = SCALE SCORE
OGP = OBTAINED GRADE PLACEMENT
GPD = GRADE PLACEMENT DIFFERENCE
'+' INDICATES OGP > AGP
'-' INDICATES OGP < AGP
N.A. INDICATES NOT AVAILABLE
S = STANINE NP = NATIONAL PERCENTILE
IDX = ACADEMIC APTITUDE INDEX
AL = ACADEMIC APTITUDE LANGUAGE
NL = ACADEMIC APTITUDE NON-LANGUAGE
TL = TOTAL FOR APPLICABLE TEST
VC = VOCABULARY CM = COMPREHENSION
CP = COMPUTATION CN = CONCEPTS & APPLICATIONS
MC = MECHANICS EX = EXPRESSIONS
/*/ = CHRONOLOGICAL AGE NOT CONSISTENT WITH GRADE TESTED
TOR = TITLE ONE READING TOM = TITLE ONE MATH
EXCP = EXCEPTIONAL STUDENT
NOI = NUMBER OF ITEMS NR = NUMBER RIGHT
O/O
RIGHT = % RIGHT FOR THIS STUDENT
O/O
SCL = % RIGHT FOR ALL STUDENTS IN THIS SCHOOL
O/O
SYS = % RIGHT FOR ALL STUDENTS IN THIS SYSTEM
O/O
STATE = % RIGHT FOR ALL STUDENTS IN THE STATE
O/O
NAT = PERCENT RIGHT NATIONALLY

MASTERY INDICATORS
+ = MASTERY OF OBJECTIVE
P = PARTIAL MASTERY OF OBJECTIVE
- = NON-MASTERY OF OBJECTIVE
NT = OBJECTIVE NOT TESTED

ITEM RESPONSES

```
VC 12345678901234567890123456789O
CM 12345678901234567890123456789012345678901234567
SP 12345678901234567890
MC 123456789012345678901234
EX 678901234567890123456789012345678901234
CP 12345678901234567890123456789012345678901234567890
CN 12345678901234567890123456789012345678901234567890123456789012345
RE 123456789012345678901234
```

CAUTION

THE INFORMATION ON THIS PROFILE REPRESENTS THE STUDENT'S PERFORMANCE ON THIS PARTICULAR TEST AT ONE POINT IN TIME. ANY DECISIONS MADE ON THE BASIS OF THESE SCORES SHOULD TAKE INTO CONSIDERATION OTHER FACTORS WHICH COULD HAVE AFFECTED PERFORMANCE.

203

222

SYSTEM
SCHOOL

SUMMARY PROFILE - GRADE FIVE
CALIFORNIA ACHIEVEMENT TEST - 15-C
TEST GIVEN APRIL 1979 - - NAT. MN. G.P. 05.7
GRADE PLACEMENT FREQUENCY DISTRIBUTION

OGP	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
1.3	0	0	0	0	0	0	0	0	0	0
1.4	0	0	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	0	0	0	0
1.6	0	0	0	0	0	0	0	0	0	0
1.7	0	0	0	0	0	0	0	0	0	0
1.8	0	0	0	0	0	0	1	0	0	0
1.9	0	0	0	0	0	0	0	0	0	0
2.0	1	0	0	0	0	0	1	0	0	0
2.1	0	0	0	0	0	0	0	2	0	0
2.2	0	0	0	0	0	0	0	0	0	0
2.3	0	0	0	0	0	0	0	1	0	0
2.4	0	0	0	0	0	0	0	0	0	0
2.5	2	2	1	0	0	0	0	2	0	0
2.6	0	0	0	0	0	0	0	0	0	0
2.7	0	0	1	0	0	1	1	0	0	0
2.8	0	2	1	0	0	0	0	0	0	0
2.9	1	0	0	0	0	0	0	0	0	0
3.0	0	0	1	0	0	2	0	3	5	3
3.1	3	0	0	0	0	0	0	0	0	0
3.2	0	3	1	0	0	0	0	0	3	0
3.3	0	0	2	0	0	1	3	3	1	0
3.4	2	0	0	0	0	0	0	0	2	3
3.5	0	1	0	0	0	0	0	5	2	0
3.6	2	0	2	2	1	0	2	3	3	0
3.7	2	3	1	0	0	0	0	2	0	9
3.8	0	0	0	0	4	1	3	3	0	0
3.9	2	5	5	1	2	0	0	0	3	0
4.0	2	6	2	0	0	0	0	5	1	0
4.1	0	0	1	0	7	0	0	0	1	5
4.2	4	0	3	0	0	2	5	3	0	0
4.3	0	4	2	1	3	2	0	0	4	0
4.4	4	2	4	0	0	1	4	4	3	0
4.5	0	0	3	2	2	2	0	0	0	0
4.6	6	3	3	0	2	3	6	4	1	0
4.7	4	1	1	5	4	5	0	2	2	8
4.8	0	0	2	2	0	6	2	0	1	0
4.9	0	1	1	0	0	2	0	0	5	0
5.0	0	0	1	4	0	4	4	9	0	0
5.1	3	3	0	0	2	3	0	3	2	0
5.2	0	0	3	5	6	3	0	0	0	8
5.3	0	1	1	2	0	5	0	0	2	0
5.4	5	0	1	2	1	3	0	0	0	0
5.5	0	0	1	4	2	4	3	0	3	0
5.6	8	3	2	0	2	2	0	4	0	0
5.7	0	0	2	2	5	6	0	0	0	0
5.8	0	6	0	0	0	0	0	0	5	0
5.9	8	0	5	6	6	3	0	0	0	17
6.0	0	3	3	2	0	7	6	0	3	0
6.1	10	0	3	0	1	0	0	0	0	0
6.2	0	3	0	3	2	1	0	2	0	0
6.3	0	0	2	6	0	1	0	0	0	0
6.4	0	4	2	0	2	0	0	0	1	0
6.5	0	0	3	3	0	4	0	0	0	0
6.6	6	4	0	5	3	0	0	3	1	0
6.7	0	0	5	0	3	1	5	0	4	0
6.8	0	3	1	4	0	4	0	0	0	12
6.9	0	0	0	3	3	0	0	0	0	0
7.0	0	0	4	8	0	1	0	7	0	0

OGP	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
7.1	10	0	0	0	2	0	0	0	2	0
7.2	0	7	6	0	0	3	0	0	0	0
7.3	0	0	0	6	0	3	0	0	0	0
7.4	0	0	1	0	4	2	0	0	4	0
7.5	0	6	0	8	0	3	9	0	0	0
7.6	0	0	0	0	4	1	0	7	0	0
7.7	0	0	3	10	0	2	0	0	0	0
7.8	0	0	0	0	0	0	0	0	6	0
7.9	14	5	0	7	0	5	0	0	0	0
8.0	0	0	7	16	14	15	0	0	2	0
8.1	0	6	6	0	0	0	12	9	0	0
8.2	0	0	0	0	0	0	0	0	0	0
8.3	0	0	0	8	6	0	0	0	0	0
8.4	0	0	0	8	0	0	0	0	3	0
8.5	19	8	5	0	0	4	0	0	0	24
8.6	0	0	0	0	0	0	7	0	0	0
8.7	0	0	0	0	0	0	0	9	0	0
8.8	0	0	0	0	12	0	0	0	4	0
8.9	0	0	7	0	0	4	0	0	0	0
9.0	0	0	0	2	0	5	0	0	0	0
9.1	0	0	0	0	0	0	0	0	0	0
9.2	0	9	0	0	0	0	0	0	0	0
9.3	9	0	0	0	9	0	0	0	0	0
9.4	0	0	0	0	0	0	0	0	0	0
9.5	0	0	9	0	0	0	0	0	0	11
9.6	0	0	0	0	0	3	0	0	0	0
9.7	0	0	0	0	0	0	0	15	0	0
9.8	0	0	0	0	0	0	13	0	0	0
9.9	0	0	0	0	0	0	0	0	0	0
10.0	0	0	5	0	4	1	0	0	9	0
10.1	0	8	0	0	0	0	0	0	0	0
10.2	0	0	0	0	0	0	0	0	0	0
10.3	0	0	0	0	0	0	0	0	0	0
10.4	0	0	0	0	0	0	0	0	0	0
10.5	0	0	0	4	0	0	0	0	6	0
10.6	0	0	0	0	0	0	0	0	0	0
10.7	9	0	0	0	0	4	10	7	0	0
10.8	0	0	3	0	0	0	0	0	0	0
10.9	0	0	0	0	0	0	0	0	0	0
11.0	0	0	0	0	2	0	0	0	10	0
11.1	0	0	0	0	0	0	0	0	0	0
11.2	0	15	0	0	0	0	0	0	0	0
11.3	0	0	0	0	0	0	0	0	0	0
11.4	0	0	0	0	0	0	0	0	0	0
11.5	0	0	0	0	0	0	0	0	0	17
11.6	0	0	10	0	0	0	0	0	0	0
11.7	0	0	0	5	0	0	0	0	0	0
11.8	0	0	0	0	0	1	0	0	4	0
11.9	0	0	0	0	0	0	0	0	0	0
12.0	0	0	0	0	0	0	0	14	0	0
12.1	0	0	0	0	0	0	19	0	0	0
12.2	0	9	1	0	1	0	15	14	20	16
12.3	0	0	0	0	0	0	0	0	0	0
12.4	0	0	0	0	0	0	0	0	0	0
12.5	0	0	0	0	0	0	0	0	0	0
12.6	0	0	0	0	0	0	0	0	0	0
12.7	0	0	0	0	0	0	0	0	0	0
12.8	0	0	0	0	0	0	0	0	0	0
12.9	0	0	0	0	0	0	0	0	0	0

	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
NUMBER STUDENTS ABOVE GRADE LEVEL	85	96	91	103	80	87	96	87	92	97
NUMBER STUDENTS AT GRADE LEVEL	0	0	2	2	5	6	0	0	0	0
NUMBER STUDENTS BELOW GRADE LEVEL	51	40	43	31	51	43	40	49	44	39
TOTAL	136	136	136	136	136	136	136	136	136	136

SYSTEM
SCHOOL

SUMMARY PROFILE - GRADE FIVE
CALIFORNIA ACHIEVEMENT TEST - 15-C
TEST GIVEN APRIL 1979 - - NAT. MN. G.P. 05.7
NATIONAL PERCENTILE FREQUENCY DISTRIBUTION

N.P.	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.	N.P.	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
01	0	0	0	0	0	0	0	1	0	2	51	0	6	0	0	5	5	0	0	0	0
02	1	0	0	0	0	0	0	1	0	1	52	0	6	0	0	6	0	3	6	0	0
03	0	0	0	0	0	0	1	2	1	1	53	8	0	0	0	0	0	2	3	17	
04	0	0	1	0	1	1	0	0	0	0	54	0	3	5	0	0	6	0	0	0	0
05	2	0	1	0	0	0	0	0	0	0	55	0	0	0	0	0	0	0	0	0	0
06	0	2	1	0	2	2	0	0	0	2	56	0	0	3	2	0	1	7	0	0	0
07	1	0	1	0	0	0	0	2	0	0	57	0	3	0	0	0	0	0	0	0	0
08	0	2	1	0	0	0	1	0	0	0	58	10	0	3	0	0	0	0	0	0	0
09	3	0	1	0	0	0	0	1	0	0	59	0	0	0	3	2	0	5	3	1	0
10	0	0	2	0	1	0	0	0	0	3	60	0	4	2	0	0	0	1	0	0	0
11	2	3	0	0	0	0	1	3	0	3	61	0	0	0	0	0	0	0	0	0	12
12	2	0	0	0	0	0	0	5	0	0	62	0	4	0	2	0	2	1	0	4	0
13	2	0	2	0	0	0	0	0	1	0	63	0	4	0	0	6	0	0	0	0	0
14	0	1	0	1	0	1	0	3	3	2	0	64	0	4	0	0	0	0	0	0	0
15	0	0	1	0	1	4	0	0	0	3	65	6	0	3	0	0	3	1	9	7	0
16	2	0	1	0	0	0	2	0	0	2	0	66	0	3	0	0	0	0	0	0	2
17	0	0	3	0	0	0	2	0	0	5	3	0	67	0	0	5	3	0	3	0	0
18	2	0	0	2	0	0	2	0	2	0	0	68	0	0	0	1	0	3	0	0	0
19	2	0	0	1	0	1	2	0	0	2	0	69	0	0	0	1	0	0	0	4	8
20	2	5	0	1	0	7	2	0	0	3	0	70	0	0	7	0	0	5	0	0	7	4	0
21	2	0	0	1	3	0	0	0	0	0	9	71	0	0	0	0	3	1	12	0	0
22	2	0	0	1	0	0	0	3	0	0	0	72	10	0	0	4	0	0	4	0	0	6	0
23	0	0	6	1	0	0	3	3	3	0	0	73	0	0	6	0	0	4	0	0	0	0	0
24	4	0	0	0	5	0	2	0	0	0	0	74	0	0	0	6	0	0	2	3	0	0	0
25	0	0	4	2	0	2	0	3	0	1	0	75	0	0	0	0	0	0	0	0	0	2	0
26	0	4	0	2	4	0	2	0	3	5	1	0	76	0	0	0	0	0	0	1	0	0	0
27	4	0	0	0	2	2	0	0	0	0	0	77	0	0	5	1	0	0	0	7	9	0	16
28	0	0	0	0	0	2	2	0	0	4	5	78	0	0	0	0	0	4	3	0	0	0	0
29	0	2	0	0	0	0	2	0	0	3	0	0	79	0	0	0	0	0	0	0	0	3	0
30	6	0	0	1	0	4	0	4	0	3	0	0	80	14	0	0	3	0	0	3	0	0	0
31	0	0	0	0	4	0	4	0	0	0	0	0	81	0	0	6	0	6	4	2	0	0	0
32	0	0	3	1	0	0	0	0	0	0	0	0	82	0	0	0	7	0	0	0	0	9	4	0
33	4	0	1	0	0	6	3	0	0	4	0	0	83	0	0	0	0	0	0	3	13	0	0	0
34	0	0	1	0	5	0	4	1	0	0	0	0	84	0	0	0	0	8	5	0	0	0	0	11
35	0	0	2	0	1	0	4	0	0	1	0	0	85	0	0	8	6	0	0	1	0	0	8	0
36	0	0	1	0	0	0	2	0	0	4	0	8	86	0	0	0	0	0	0	2	0	0	0	0
37	0	0	1	0	0	2	0	5	0	0	2	0	87	0	0	0	0	0	0	0	0	0	0	0
38	0	0	0	1	0	0	2	0	0	0	0	0	88	19	0	0	5	10	9	5	10	15	9	0
39	0	0	0	0	0	0	0	0	0	0	5	0	89	0	0	9	0	0	0	0	0	0	0	0
40	3	3	0	0	0	6	1	0	0	1	0	0	90	0	0	0	0	0	0	9	0	0	0	0
41	0	0	3	2	0	0	0	0	0	0	0	0	91	0	0	0	7	7	8	0	0	0	6	17
42	0	1	3	0	0	0	2	0	0	0	2	0	92	0	0	0	0	0	0	2	0	0	0	0
43	0	0	1	0	1	0	0	0	0	0	0	0	93	0	0	8	9	0	0	4	19	7	0	0
44	5	0	0	0	0	0	1	0	0	3	0	8	94	9	0	0	0	16	12	6	0	0	10	0
45	3	0	1	4	0	0	3	0	0	2	0	0	95	0	0	0	5	0	0	0	0	0	0	0
46	0	0	0	8	0	0	2	0	3	0	0	0	96	0	0	0	0	8	9	4	0	14	4	9
47	0	0	0	0	0	0	0	2	0	0	0	0	97	0	15	3	0	0	0	4	10	0	0	0
48	8	3	0	2	0	0	0	1	0	0	3	0	98	9	0	0	2	4	5	0	0	8	7	0
49	0	0	0	2	0	2	1	0	0	4	0	0	99	0	9	11	9	3	9	5	6	13	7	
50	0	0	2	0	0	0	0	0	0	5	0	TOT	136	136	136	136	136	136	136	136	136	136		

STANINE FREQUENCY DISTRIBUTION

STN	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
1	1	0	1	0	1	1	1	3	1	4
2	6	4	6	3	2	0	1	3	3	2
3	10	12	10	4	14	6	11	16	13	12
4	21	20	18	18	29	28	15	20	20	13
5	31	16	21	19	19	24	23	12	17	25
6	16	29	24	26	13	15	28	23	18	36
7	33	23	21	24	22	19	23	24	24	11
8	9	8	21	23	20	21	19	7	16	17
9	9	24	14	19	16	22	15	28	24	16
TOT	136	136	136	136	136	136	136	136	136	136

SCHOOL MEAN INFORMATION

	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
MN.SS.	492	521	503	497	494	494	537	537	543	542
MEDIAN	486	521	501	499	492	495	557	542	542	540
MODE	543	608	618	542	555	528	618	579	606	0
S. D.	57.41	69.38	67.34	53.14	55.47	51.26	61.74	74.73	73.87	74.66
MN.GP.	6.4	7.2	6.8	6.9	6.6	6.7	8.1	7.6	7.9	7.1
MN.NP.	62	70	69	76	67	72	71	71	73	66
# TEST	136	136	136	136	136	136	136	136	136	136

SYSTEM MEAN INFORMATION

	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
MN.SS.	480	508	490	488	483	484	544	526	530	535
MEDIAN	478	503	485	493	479	484	546	521	524	532
MODE	543	608	584	522	534	528	557	621	608	516
S. D.	55.77	68.74	64.52	54.17	52.66	49.29	62.65	69.79	70.95	74.42
MN.GP.	5.9	6.6	6.3	6.6	6.2	6.5	7.3	7.0	7.1	7.1
MN.NP.	54	63	61	70	59	65	84	65	66	63
# TEST	648	648	648	645	644	643	648	648	648	648

STATE MEAN INFORMATION

	READING VOC.	READING COMP.	MATHEMATICS TOTAL	MATHEMATICS COMP.	MATHEMATICS CONC.	LANGUAGE TOTAL	LANGUAGE MECH.	LANGUAGE EXPR.	LANGUAGE TOTAL	SPEL.
MN.SS.	469	487	471	464	469	465	524	507	508	522
MEDIAN	470	483	470	466	468	465	524	501	504	516
MODE	524	545	525	499	492	495	557	549	542	532
S. D.	59.08	65.96	64.17	55.06	52.15	49.27	62.56	65.67	67.08	74.95
MN.GP.	5.5	5.7	5.6	5.9	5.7	5.7	6.0	6.0	6.0	6.0
MN.NP.	47	51	49	54	49	51	52	53	53	56
# TEST	51446	51424	51394	51402	51355	51186	51436	51452	51336	51452

MEAN, MEDIAN, MODE, AND STANDARD DEVIATION BASED ON SCALE SCORES

APPENDIX E

SAMPLE LOGS

ILLUSTRATIVE FORMS
GUIDANCE SERVICES LOG
Counselor Activity Report

COUNSELOR _____

SCHOOL _____ DATE(S): _____ to _____

Please make one tally mark in the appropriate space each time the activity is conducted regardless of when the activity is conducted. That is, do not limit yourself to those activities conducted or performed during regular school hours.

	TOTAL NO. OF TIMES ACTIVITY CONDUCTED
A. COUNSELING:	
Counseled with individuals for:	
Personal problems	_____
Vocational or career planning	_____
College planning	_____
Vocational or technical school planning	_____
Other school-related problems	_____
Counseled with small groups informally	_____
Conducted group guidance session	_____
B. COUNSULTATION:	
Consulted with parents	_____
Consulted with principal	_____
Consulted with teachers	_____
Consulted with others (write in)	_____
C. COORDINATION:	
Provided leadership, supervision or coordination for:	
1. Planning specific objectives for the total guidance program	_____
2. Planning specific objectives for my work as a counselor	_____
3. Evaluating the extent to which the guidance program objectives are being met	_____
4. Evaluating the extent to which my counseling objectives are being met	_____
5. Collecting, organizing and interpreting information about students	_____

6. Collecting, organizing and interpreting information to students _____
7. Curriculum planning activities _____
8. In-service activities with administrators or faculty _____
9. Planning research activities _____
10. Conducting research activities _____
11. Directing various resources of the school to facilitate the adjustment and general well-being of students _____
12. Initiating change in the total school environment to facilitate the adjustment or general well-being of students _____
13. Planning and implementing the school testing program _____
14. Referring students to other persons or agencies _____
15. Orientation of new students _____

D. ADMINISTRATION:

Completing or planning reports _____

Performed or supervised clerical activity _____

Planned for specific guidance activities _____

E. TIME SPENT IN ACTIVITIES NOT DIRECTLY RELATED TO GUIDANCE PROGRAM:

Off duty (lunch, break, sick, etc.) _____

Other school duties (bus duty, hall duty, etc.) (write in) _____
_____ _____

F. WHAT PROBLEMS DO YOU PERCEIVE AS HAVING A NEGATIVE EFFECT ON YOUR WORK AS A COUNSELOR?

G. WHAT SPECIFIC EVENTS DO YOU PERCEIVE AS ENHANCING YOUR WORK AS A COUNSELOR?

Sample Form for Follow-up of 19___-19___ Graduates

_____
School

	Male	Female	Total
1. Number graduates, 19___-19___			
2. Number enrolled in college			
a. State supported four year colleges or universities in Alabama			
b. Privately supported four year colleges or universities in Alabama			
c. State supported junior colleges in Alabama			
d. Privately supported junior colleges in Alabama			
e. Colleges or universities outside Alabama			
3. Number enrolled in technical, vocational or business training schools			
a. State supported technical colleges in Alabama			
b. Private vocational, technical or business schools or colleges in Alabama			
c. Vocational, technical or business schools or colleges outside Alabama			
4. Number in Armed Forces			
5. Number in labor market			
a. Labor market			
b. Labor market, but also taking other type of training part-time			
6. Number of girls now housewives and not employed (Do not include here if already counted in items 2-5)			
7. Number not yet employed but seeking employment, (Do not include here if already counted in items 2-5)			
8. Include all other here if not counted above			
Describe _____			
Total of 2-8 equal number graduates (item 1)			

	Boys	Girls	Total
Total number in class now married			

Month..... School..... Counselor..... Released Time..... For Guidance (how many classes)

Code	Time	Number	Percentage (Schools do not have to fill this out)
A. Counseling			
1. Educational			
2. Vocational			
3. Schedule Change			
4. Personal			
5. Social			
6. Orientation			
7. Other			
TOTAL COUNSELING			
B. Conferences			
1. Student			
2. Parent			
3. Teacher			
4. Administration			
5. Counselor			
6. Case			
7. Other			
TOTAL CONFERENCES			
C. Testing			
1. Individual			
2. Group			
TOTAL TESTING			
D. Group Guidance			
1. Student			
2. Parent			
3. Faculty			
4. Guidance Comn't			
5. Other			
TOTAL GROUP GUIDANCE			
E. Clerical			
1. Recording			
2. Filing			
3. Test Processing			
4. Typing			
5. Other			
TOTAL CLERICAL			
F. Correspondence			
1. In-Coming			
2. Out-Going			
TOTAL CORRESPONDENCE			
G. Miscellaneous (Guid. Related)			
1. In-Service Education			
2. Research and Evaluation			
3.			
4.			
5.			
TOTAL MISCELLANEOUS			
H. Other (Not Guid. Related)			
1.			
2.			
3.			
4.			
TOTAL OTHER			
TOTAL			

Counselor..... Date .....

Notes

School Day	Guidance Activities
7:00	
	7:59
8:00	
	8:59
9:00	
	9:59
10:00	
	10:59
11:00	
	11:59
12:00	
	12:59
1:00	
	1:59
2:00	
	2:59
3:00	
	3:59
4:00	
	4:59
5:00	
	:
:	
	:

Code	Amt. of Time	No. of Persons
A. Counseling		
1. Educational	.....	.....
2. Vocational	.....	.....
3. Schedule Change	.....	.....
4. Personal	.....	.....
5. Social	.....	.....
6. Orientation	.....	.....
7. Other	.....	.....
TOTAL COUNSELING	.....	.....
B. Conferences		
1. Students	.....	.....
2. Parent	.....	.....
3. Teacher	.....	.....
4. Administration	.....	.....
5. Counselor	.....	.....
6. Case	.....	.....
7. Other	.....	.....
TOTAL CONFERENCES	.....	.....
C. Testing		
1. Individual	.....	.....
2. Group	.....	.....
TOTAL TESTING	.....	.....
D. Group Guidance		
1. Student	.....	.....
2. Parent	.....	.....
3. Faculty	.....	.....
4. Guidance Comn't.	.....	.....
5. Other	.....	.....
TOT. GROUP GUID.	.....	.....
E. Clerical		
1. Recording	.....	.....
2. Filing	.....	.....
3. Test Processing	.....	.....
4. Typing	.....	.....
5. Other	.....	.....
TOTAL CLERICAL	.....	.....
F. Correspondence		
1. In-Coming	.....	.....
2. Out-Going	.....	.....
TOT. CORRESPON.	.....	.....
G. Misc. (G. Rel.)		
In-Service Education	.....	.....
Evaluation and Res.	.....	.....
.....	.....	.....
.....	.....	.....
TOT. MISC.	.....	.....
H. Other (not G. Rel.)	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
TOTAL OTHER	.....	.....

Tot. Time for Day ..... Total no. students .....

231

PROGRAM ACTIVITY CONTROL LOG

DATES: From Nov 20, 1978 To Nov 21, 1978

FACILITATOR Mr. Day COUNSELOR Ms. Weeks SCHOOL Southside

1	2	3	4	5	6
DATE	ACTIVITY	ACTIVITY ORIGIN	DISPOSITION	TIME	EVALUATION
Nov 20 Nov 21	Conduct career education unit on transportation in social studies class. (Mrs. Day, third period)	Goal: VI Objective: VI - 4 Activity: VI - 4-7	1. Materials on time 2. Explanation adequate 3. Materials appropriate for interest level of students 4. Student interest level satisfactory	45 min for two days Time allocation adequate	Objectives achieved. 1. 95% of students completed activity